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ABSTRACT

This document presents the Equipped for the Future Framework (EFF) content standards that were developed over a 6-year period by hundreds of adult education practitioners, experts, and others nationwide to create a working consensus on what adults need to know and be able to do in the 21st century. Chapter 1 defines adult literacy for the 21st century. Discussed in chapters 2-5 are: building the EFF (fundamental purposes for learning, planning grants, constructing role maps, linking skills to effective performance, common activities, generative skills, from skills to standards); the EFF standards and how they work (4 categories of EFF skills, using the 16 EFF standards to assess performance); teaching and learning with the EFF (3 case studies); and a starting point for standards-based system reform (building consensus on results; aligning the system; reform at the classroom, program and system levels.) Seventy-seven footnotes to chapters 1-5 are listed. Appendixes constituting approximately 30% of the document contain the following information: EFF framework; role maps; common activities matrix; EFF content standards; documentation templates; lists of the EFF development partners and 1999-2000 Equipped for the Future Team members; and sources of additional information on EFF. (MN)

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Equipped for the Future Content Standards

What Adults Need to Know and Be Able to Do in the 21st Century

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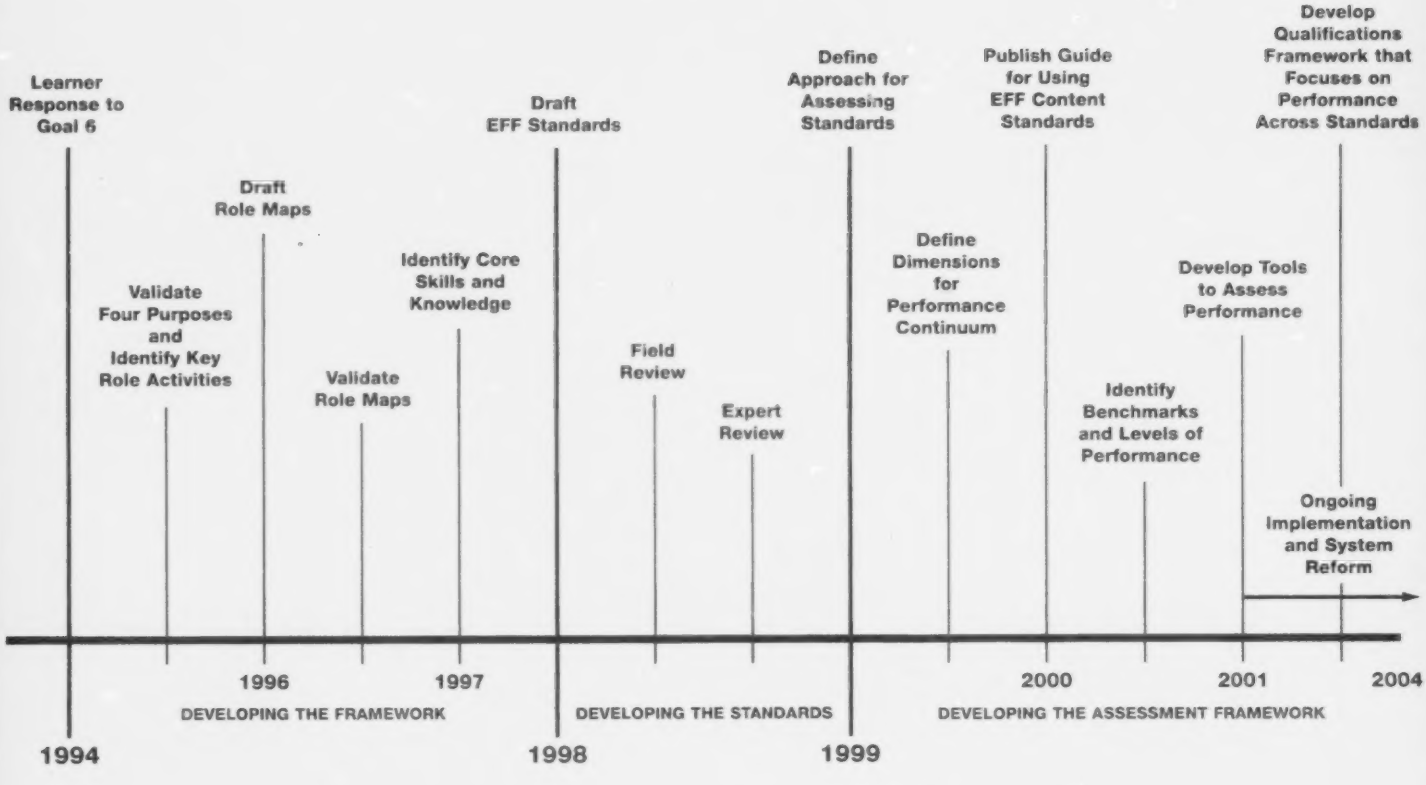

Equipped for the Future Content Standards

What Adults Need to Know and Be Able to Do in the 21st Century

By Sondra Stein

NIFL
National Institute for Literacy

Equipped for the Future Content Standards

What Adults Need to Know and Be Able to Do in the 21st Century

JANUARY 2000

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Dear Colleague:

"If you don't know where you are going, any road will take you there." According to this old adage, it's important to know what you're trying to achieve before carrying out a plan to achieve it. Otherwise, there can be lost opportunities, confusion about purpose, and a failure to focus energy and resources on the goal. Nowhere is this lesson more relevant than in the field of education. If we—students and educators—do not have an agreed-on vision of the goals and content of teaching and learning, it is hard to imagine that we can provide the most effective educational opportunities possible.

The Equipped for the Future Framework and Standards presented in this book are the results of six years of effort by hundreds of people nationwide to create a working consensus on what the goals of teaching and learning should be. They are important tools for building a strong customer-driven educational system that aligns its resources with achieving its stated goals.

Our hope is that EFF will provide learners, educators, policymakers, and others with a common language and set of knowledge and skills that can be used to improve teaching and learning, accountability, and investment in the enterprise of adult education. While the EFF Framework and Standards are not a program or curriculum, they do provide critical ingredients for adult educators and students to use in focusing teaching and learning on meeting the real-world needs of students.

I hope you will take advantage of these new EFF resources and join us in seeing how EFF can help our nation better meet its literacy needs.

Sincerely,

Andrew Hartman

Andrew Hartman

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Acknowledgements

A collaborative, multi-year standards development initiative like Equipped for the Future (EFF) can only reach the point of producing standards worth publishing through the work of hundreds of individuals and organizations. In the Appendix you will find the full list of practitioners, administrators, researchers, and state and national leaders who served as advisors and partners in the standards development process. All have contributed in some way to the development of *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century*. We are extremely grateful to them for joining us in envisioning a better adult learning system, and for keeping us focused on achieving that vision as we developed the EFF Content Framework and Standards.

The National Institute for Literacy would not have been inspired to begin this work without the many adult learners who took the time to share with us their purposes for learning and their vision of how literacy could help them achieve their goals as workers, members of families and communities, and citizens of this country. Nor would we have continued this work without the affirmation provided by hundreds more learners who participated in the 25 programs that joined in the EFF field development process over the past two years, using the framework and earlier versions of the standards to guide instruction and assessment. We are grateful for these learners' willingness to work with us to improve our system so that we can provide more and better opportunities for the universe of learners to achieve the four purposes in their daily lives.

In addition to those who inspired EFF, I would especially like to thank those whose assistance has directly contributed to the publication of this book. These include: Brenda Bell, Aaron Kohring, and Michelle Perry for preparing the data and artifacts for Chapters Three, Four, and Five from our database at the Center for Literacy Studies; Carolyn Bronz, Michelle Miller, Eileen Peca, Debbie Stowers, and Judy Wurtz for working with Brenda Bell, Andy Nash, and Donna Curry to create the three "Framework-in-Action" vignettes in Chapter Four; Ellen Wernick for her painstaking work in organizing the data and artifacts used throughout the book, especially in Chapter Three; Mary Dunn Siedow, Fran Tracy Mumford, and Lynn Reddy for their thoughtful review of the final manuscript; Susan Green for her constant and careful pruning of my prose to assure that meaning triumphs; and Mary Revenig of DesignWorks for the extraordinary labor of love that made this book a thing of beauty.

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Sondra Stein
National Director, Equipped for the Future
January 2000

CHAPTER 1

A Definition of Adult Literacy for The 21st Century

The Equipped for the Future Standards for Adult Literacy and Lifelong Learning have been developed to answer a complex question: What do adults need to know and be able to do in order to carry out their roles and responsibilities as workers, parents and family members, and citizens and community members?

It is widely acknowledged that the demands of adult life have changed significantly in the last quarter of the 20th century. The National Research Council's 1999 report, *How People Learn: Brain, Mind, Experience, and School,* summarizes the "complexities of contemporary life" as follows:

> "The skill demands for work have increased dramatically, as has the need for organizations and workers to change in response to competitive workplace pressures. Thoughtful participation in the democratic process has also become increasingly complicated as the locus of attention has shifted from local to national and global concerns. Above all, information and knowledge are growing at a far more rapid rate than ever before in the history of humankind."[1]

In order to carry out daily responsibilities at home, in the community, and in the workplace, adults—regardless of their education—are required to sift through a vast amount of information, often requiring familiarity with technical content, before they can make decisions that impact the well-being of families, neighborhoods, and ultimately, this country. Under such circumstances, the National Research Council report continues, "the meaning of 'knowing' has shifted from being able to remember and repeat information to being able to find and use it."[2]

The 16 Equipped for the Future (EFF) Standards have been identified through a careful research process that began by looking at the changes in adults' daily lives. Building on research conducted in 1990 by the Secretary's Commission on Necessary Skills (SCANS), Equipped for the Future partners engaged adults all across the country in a research effort aimed at "mapping" the critical responsibilities of family and civic life as well as work life. Building consensus

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"In the early part of the twentieth century, education focused on the acquisition of literacy skills: simple reading, writing, and calculating. It was not the general rule for educational systems to train people to think and read critically, to express themselves clearly and persuasively, to solve complex problems in science and mathematics. Now, at the end of the century, these aspects of high literacy are required of almost everyone in order to negotiate successfully the complexities of contemporary life."[3]

—How People Learn: Brain, Mind, Experience, and School

first on what adults have to do in these roles and what effective performance looks like in different communities across the United States, EFF was able to identify a core of 16 skills that constitute a foundation for success in coping with the "complexities of contemporary life" and preparing for the future.

The National Institute for Literacy (NIFL) undertook this effort in order to better understand what we need to do, as a nation, to meet the challenge posed in the National Education Goal for Adult Literacy and Lifelong Learning:

> ***"Every American adult will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."***[4]

By elaborating a new content framework that specifies the knowledge and skills required to fulfill these adult responsibilities, the NIFL's Equipped for the Future initiative makes it possible for the national goal to serve as a guide to practice, as well as policy, for meeting adult learners' needs and informing system accountability. EFF accomplishes these complex purposes by providing:

- **A common framework that adults can use to assess their own knowledge and skills in relation to their personal and career goals so they can shape a course that will better prepare them for the future.**

- **A common framework that teachers and programs can use to link curriculum and instruction, as well as assessment and evaluation, to achievement of real-world outcomes.**

- **A common results-oriented language for linking the services provided through this nation's human resource investment system—including schools, colleges, businesses, welfare-to-work programs, one-stop career centers, industry-based skill standards, and school-to-work programs.**

- **A common standard for demonstrating competence that programs can use to award portable credentials for adult learning.**

- **A common definition of important results that public officials and citizens alike can use to assure that public dollars are wisely invested in adult literacy and lifelong learning programs.**

In these ways, the EFF Content Framework and Standards provide a starting point for building a system for lifelong learning that is directly aligned with our national goal, a system that will enable Americans, wherever they live, to build the skills they need to move themselves, their communities, and our nation into the 21st century.

While the journey has just begun, the NIFL is publishing this guide now to give our partners the tools they need to join us in the work ahead.

CHAPTER 2

Building the Framework

> "The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom."[1]
>
> — *A Nation at Risk*, 1983

Nearly two decades have passed since the National Commission on Excellence in Education issued *A Nation at Risk: The Imperative for Education Reform.* Over these 20 years, the nation's governors have joined together with the President and Congress to set challenging education goals for the country and to put in place programs of educational reform that hold the promise of change. In each of the major academic fields, content standards have been developed that define the range of knowledge and skills that young people are expected to master before they graduate from high school. And yet, every day we see signs that not enough has changed. We are still a nation at risk. Student performance on national and international tests continues to be lower than we aspire to. National business and industry associations continue to report difficulties in finding employees who have the skills needed in the workplace.[2] And recent studies of welfare reform reveal that "it may take more education and training than states now provide to make work truly pay for former welfare recipients."[3] According to an Urban Institute report published in 1999, "the poorest 20 percent of American families lost more in welfare benefits—about $1,400 a family—than they gained in earnings."[4]

What are the skills workers need to secure a job that pays well in the U.S. today? In *Teaching the New Basic Skills* economists Richard Murnane and Frank Levy present a list of what they call the New Basic Skills identified through research in high-performance businesses. Their list includes:

- The ability to read at the ninth-grade level or higher.
- The ability to use math at the ninth-grade level or higher.
- The ability to solve semistructured problems where hypotheses must be formed and tested.

Reports From the Media...

New York Times

Wednesday, September 29, 1999 (page A-18)

Most Pupils Can't Write Well, Report Says

By Jodi Wilgoren

Only about one-quarter of American students can write at a proficient level, exhibiting "solid" academic performance and "competency over challenging subject matter," according to a report released by the National Assessment of Educational Progress.

The Washington Post

Tuesday, April 13, 1999 (page E-1)

Applicants Not Making Grade

Skills Shortage Plagues Firms Digging Deeper Into the Labor Pool

By Kirsten Downey Grimsley

More than a third of job applicants nationwide lack the basic math and reading skills to do the jobs they are seeking, up from 19 percent in 1996, according to a new survey of more than 1,000 personnel executives conducted by the American Management Association.

"The sharp increase in the deficiency rate is not evidence of a 'dumbing down' of the incoming work force," said Eric Rolfe Greenberg, the management association's director of studies. "Instead, it testifies to the higher skill levels required in today's workplace, where new technologies have raised the bar for job applicants in terms of literacy and math."

- The ability to work in groups with co-workers from different backgrounds.
- The ability to communicate effectively, both orally and in writing.
- The ability to use personal computers to carry out simple tasks such as word-processing.[6]

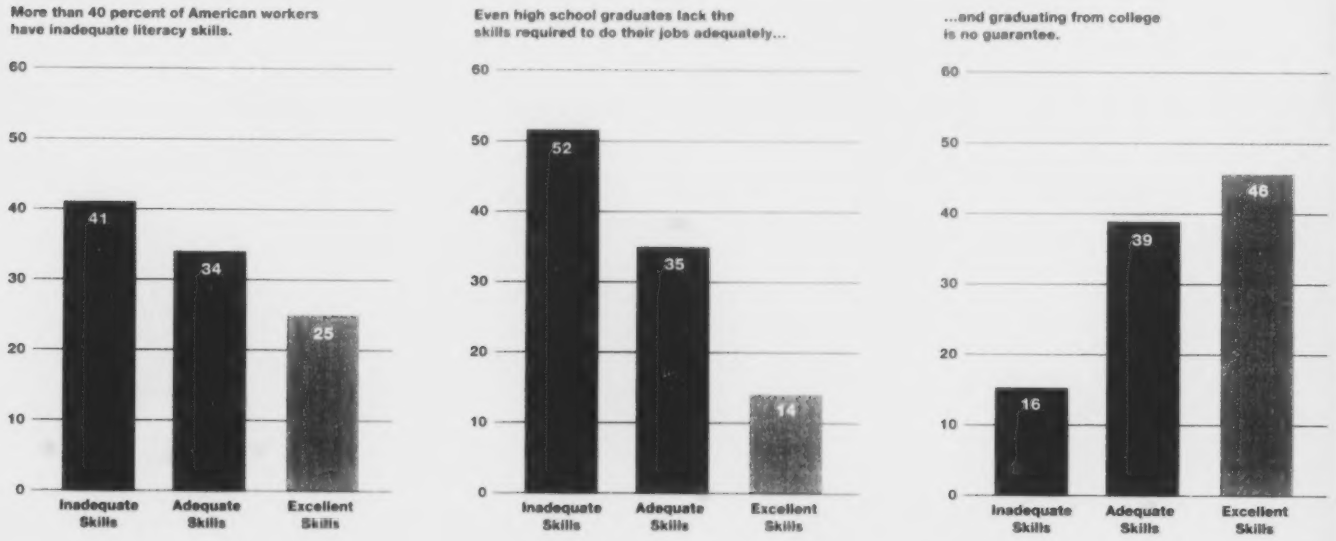
"Throughout the U.S., private- and public-sector companies are facing the problem of a workforce severely lacking in basic workplace skills."[5]

—Michael Bloom and Brenda LaFleur, The Conference Board

According to the National Adult Literacy Survey (NALS) of 1993—the most comprehensive survey of the literacy skills of adults in the U.S.—the skills of more than 40% of all American adults are below the New Basic Skills benchmark (level 3 on the NALS 5-level scale).[7] The International Adult Literacy Survey (IALS) conducted two years later confirmed these findings: Compared with seven other industrialized countries, including some of our most important competitors in the global economy, the U.S. ranked sixth. Only Poland had a higher percentage than the U.S. of working adults whose skills were below level 3—the level associated with annual earnings above the poverty level.[8]

Equipped for the Future offers an avenue for change. These standards for what adults need to know and be able to do "to compete in the global economy, to exercise the rights and responsibilities of citizenship," and "to participate fully in their children's education" are based on a careful and extensive mapping of what adults actually do when carrying out important everyday responsibilities. Like the occupational skill standards being developed by industry-specific public-private partnerships, the Equipped for the Future Standards start from thousands of

A Nation Lacking Skills[9]



Source: International Adult Literacy Survey

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"snapshots" of adult performance collected over a three-year period from adults all across the country, followed by careful analysis of what knowledge and skills support effective performance. As a result, there is a match between the knowledge and skills identified in EFF Standards and the knowledge and skills adults really need to be full participants in all aspects of our national life.

This chapter outlines the approach taken by the National Institute for Literacy and its many partners in developing a clear, specific—and measurable—picture of what attainment of the National Adult Literacy and Lifelong Learning Goal looks like, as a first step toward building a system that will help us get there.

Starting With the Customer Perspective: Putting the Focus on Fundamental Purposes for Learning

In January 1994 NIFL launched Equipped for the Future by sending an open letter to teachers, tutors, and adult learners across the country, inviting them to help us answer the question behind the National Goal: What is it that adults need to know and be able to do in order to be literate, compete in the global economy, and exercise the rights and responsibilities of citizenship?

MAY 1993
NIFL signs Memorandum of Agreement with National Educational Goals Panel to define Goal 6 (Literacy and Lifelong Learning Goal).

JANUARY 1994
NIFL solicits essays about Goal 6 from adult learners in programs nationwide.

By March 1994, 1,500 adult students from 151 programs in 34 states responded to our open-ended request. They told us about the ways the workplaces in their communities were changing, about jobs that were disappearing as companies moved to other parts of the world. They talked about what it means to be a "newcomer" to America, learning a new language and new cultural norms, and about the struggle and joy of learning to be an active citizen in a democracy. They described their hopes and fears for their families and the need to prepare their children and themselves for a world that is changing fast. Taken together, their words presented a clear and powerful vision of how education could equip them for the future.

More than identifying specific knowledge and skills they needed to meet these challenges, adults drew our attention to four funda-

Excerpts From Student Essays[10]

"We need companies that will train the workers here in New Haven for new jobs. We used to have the old jobs that moved away. We can't compete for new jobs without education and training."

"At this point in my life my responsibilities as a citizen are close to home. As a parent, everyday I guide my children in every way I can. I want them to do well in school and be happy. I want them to have a better education and better future than the one I had before I came to this country. I encourage them to take advantage of the opportunities this country gives to its citizens instead of taking those opportunities for granted. And I want them to grow up to be responsible citizens in their community."

"I want to understand American life, American families, and the American school system because my children are learning in schools and colleges here. We lived in a Communist society. We didn't know democratic values, and now we must study how to use these democratic values in our lives. The many rights of an American citizen such as thinking as I please, speaking, and writing as I please, choosing my work as I please are very important for me because I did not have these rights in Russia."

Four Purposes for Learning

ACCESS
To gain access to information and resources so they can orient themselves in the world.

VOICE
To give voice to their ideas and opinions with the confidence that they will be heard and taken into account.

ACTION
To solve problems and make decisions on their own, acting independently, as parents, citizens, and workers, for the good of their families, their communities, and their nation.

BRIDGE TO THE FUTURE
To keep on learning in order to keep up with a rapidly changing world.

mental needs that returned them to education. We call these the four purposes for learning: Access, Voice, Action, and Bridge to the Future.

"I want to be able to understand my child's teacher, and when I go to the mall and other places, I want to be able to understand everything."

Learning for access and orientation includes not only physical or geographic orientation—reading maps and signs—but also psychological or social orientation—knowing what is going on in the world, understanding institutions that have an impact on one's life, getting needed information. This purpose underlies many of the specific goals adults bring to literacy programs—for example, understanding the world, helping children with schooling, getting a job, gaining economic awareness, and being an informed citizen.

"When you vote you have a say-so. You feel good about yourself because your vote does count and makes a difference."

Learning for voice embraces all aspects of communication—written and oral—needed to present oneself to the world. It goes beyond communication skills to the reasons for communicating: to speak and be heard. The writings about citizenship offered an important arena for voice, but it was also important to adults in other aspects of their lives: to communicate with their children's teachers, to exchange ideas at work, to speak up in their community.

"I never did put myself down because of [not being able to read] but I had an empty spot inside me, always depending on someone else to read things to me."

Learning for independent action includes the dual elements of independence and action. Many adults who feel their literacy skills are limited depend on others for help with reading and writing. In statements that pointed to this purpose, learners expressed their desire to be able to act for themselves, make informed decisions, and not have to rely on others to tell them what to do. Learners' responses stressed independent action in all aspects of life: supporting their families, achieving economic self-sufficiency, and fulfilling responsibilities in their communities.

"I feel that getting my high school diploma and furthering my education will help me advance in the corporate world today. I will go on to college and get my degree in the field that I am working toward, but I won't stop there! I will move on and broaden my horizons by taking up and learning more than one skill.... I may never know who or what I will be up against, so I will prepare myself."

Learning as a bridge to the future reflects learners' sense that the world is changing. A prime purpose for learning is to be ready for the changes—to learn how to learn and prepare oneself for lifelong learning. Keeping up with change is a necessity, particularly at work, but in personal and family development and citizenship, learners also saw themselves in rapid social transformation. Keeping a job, adjusting to technological change, and improving family circumstances were all reasons to continue learning.

In July 1995 NIFL published the results of this adult learner study in a report called *Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning*. It framed a call to action, an invitation to all the readers of the study to become part of the process of shaping a new system.

> "The National Institute for Literacy believes that the vision shaped in these adult perspectives constitutes a customer-driven mandate for change. We propose this vision be adopted as a mission statement for our field and that we begin—as a field—to explore what we would need to do differently, as teachers, administrators, counselors, support staff, providers of technical assistance and staff development, funders and policymakers, to assure that every aspect of our delivery system is dedicated to achieving Goal 6 as defined by these adult students."[11]

JULY 1995
NIFL releases *Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning*, proposing a new framework for adult learning based on the four purposes and three adult roles as parents, workers, and citizens.

Planning Grants: An Affirmation of the Vision

In order to encourage this kind of discussion, in 1995 the NIFL awarded planning grants to eight organizations around the country. These organizations tested the resonance and usefulness of this new framework of roles and purposes by engaging more than 1,100 stakeholders and customers of the adult literacy field—including employers, policymakers, and community leaders, as well as adult learners and practitioners—in focus groups, structured feedback sessions, practitioner inquiry, and student writing projects. After a year of exploration and discussion, their recommendation was that NIFL should lead a national, collaborative, standards-based system reform initiative. The goal of this reform initiative would be to focus the nation's adult literacy system on helping adult learners develop the skills needed to meet the four purposes in their lives and successfully carry out their roles as parents, citizens, and workers.

OCTOBER 1995
NIFL awards eight planning grants to test and elaborate the Framework and creates a working group to oversee progress.

1995-96
Planning grantees convene 114 focus groups in 18 states to validate the four purposes and examine what adults need to know and be able to do as workers, citizens, and parent/family members.

The timing was right for an effort aimed at focusing the adult literacy system on a clear set of results. Reauthorization of the Adult Education Act was pending in Congress, and evidence of the program's effectiveness was not strong. A number of reports identified the shortcomings of the service delivery network. One prepared specifically for Congress by the General Accounting Office (GAO) called *Adult Education: Measuring Program Results Has Been Challenging* noted questions about the validity and appropriateness of student assessments and the usefulness of nationally reported data on results. The report also drew attention to "the lack of a coherent vision of the skills and knowledge adults need to be considered literate."[12] How could the field have useful and appropriate instruments and valid and reliable assessment procedures when there was no consensus on what was important for programs to achieve, and therefore, important to measure?

Adult learners' responses to the national goal provided a starting point for building consensus on a vision of what needed to be achieved. The nationwide focus on accountability for results provided the mission: to develop standards defining the knowledge and skills necessary to achieve the four purposes and carry out adult roles. These standards could provide the basis for a new framework for accountability in the adult basic education system.

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"My book, *In Over Our Heads*, was looking at contemporary culture as a kind of school in which every adult is compulsorily enrolled. The hidden curricula of the school are found in the many highly frequented roles of adult life: parenting, partnering, working, being a citizen in a diverse society, adult learning, and the like."[13]

—Robert Kegan

APRIL 1996
NIFL establishes a National Policy Group to provide guidance and linkage to other efforts.

What Adults Do: Constructing Role Maps

In 1996 Equipped for the Future set out to map the terrain of "what adults need to know and be able to do to fulfill their roles as parents, citizens, and workers." In the first stage of this effort, the eight planning projects collected data on what adults in each role know and are able to do. In successive phases focus group results were synthesized into draft role maps, presented to a wide range of role practitioners for feedback, revised, and published.[14]

In the course of this work an important shift was made from a focus simply on acquisition of skills and knowledge to one on active application of skills and knowledge. Rather than starting with academic content areas and conceiving adult education as an attempt to remediate gaps in past schooling, the EFF team responded to adult learners' focus on purpose by first trying to construct "maps" of what adults actually do in carrying out their adult roles.

Following in the footsteps of such work-related efforts as the Secretary's Commission on Necessary Skills (SCANS) and the skill standards movements for occupational areas like retail sales, manufacturing, and electronics, we began our effort by defining the broad areas of responsibility and key activities characteristic of adult performance in each role and used this map of critical activities as a template for identifying the knowledge and skills that support successful functioning in adult life.

OCTOBER 1996
NIFL funds three state-based partner grantees—one for each role—to elaborate role maps and develop standards.

Draft role maps were prepared in the fall of 1996 by researchers who synthesized the data collected by the eight planning projects. In the case of the Worker Role Map, the synthesis also took into account the work of the U.S. Department of Labor on SCANS, O*NET, and the National Job Analysis Study. Our intention was to begin the next round of data collection with a Worker Role Map that reflected existing research and ongoing initiatives. In this way our field work could contribute to validating these expert analyses, enabling DOL and NIFL to construct a common framework for education and training that would support a seamless adult workforce development system.[15]

Each draft Role Map included the following parts: a "key purpose" that illustrates the central aim of the role; "broad areas of responsibility" that are the critical functions an adult performs to achieve the role's key purpose; and "key activities" through which the role is performed. Later, "role indicators" were added that describe successful performance of key activities, providing an important link between activities and skills.

The language used in constructing the syntheses came from the data and reflected the purposeful and active depiction of the roles—"taking action," for example, for the citizen role, or

continued on page 12

Equipped for the Future Citizen/Community Member Role Map

Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

BROAD AREAS OF RESPONSIBILITY

Become and Stay Informed
Citizens and community members find and use information to identify and solve problems and contribute to the community

Form and Express Opinions and Ideas
Citizens and community members develop a personal voice and use it individually and as a group

Work Together
Citizens and community members interact with other people to get things done toward a common purpose

Take Action to Strengthen Communities
Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them

KEY ACTIVITIES

- Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others
- Recognize and understand human, legal, and civic rights and responsibilities for yourself and others
- Figure out how the system that affects an issue works
- Identify how to have an impact and recognize that individuals can make a difference
- Find, interpret, analyze, and use diverse sources of information, including personal experience

- Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community
- Learn from others' experiences and ideas
- Communicate so that others understand
- Reflect on and reevaluate your own opinions and ideas

- Get involved in the community and get others involved
- Respect others and work to eliminate discrimination and prejudice
- Define common values, visions, and goals
- Manage and resolve conflict
- Participate in group processes and decision making

- Help yourself and others
- Educate others
- Influence decision makers and hold them accountable
- Provide leadership within the community

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Equipped for the Future Parent/Family Role Map

Parent/Family Role Map

Effective family members contribute to building and maintaining a strong family system that promotes growth and development

BROAD AREAS OF RESPONSIBILITY

Promote Family Members' Growth and Development

Family members support the growth and development of all family members, including themselves

Meet Family Needs and Responsibilities

Family members meet the needs and responsibilities of the family unit

Strengthen the Family System

Family members create and maintain a strong sense of family

KEY ACTIVITIES

- Make and pursue plans for self-improvement
- Guide and mentor other family members
- Foster informal education of children
- Support children's formal education
- Direct and discipline children

- Provide for safety and physical needs
- Manage family resources
- Balance priorities to meet multiple needs and responsibilities
- Give and receive support outside the immediate family

- Create a vision for the family and work to achieve it
- Promote values, ethics, and cultural heritage within the family
- Form and maintain supportive family relationships
- Provide opportunities for each family member to experience success
- Encourage open communication among the generations

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Equipped for the Future Worker Role Map

Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

BROAD AREAS OF RESPONSIBILITY

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands

Work With Others

Workers interact one-on-one and participate as members of a team to meet job requirements

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success

Plan and Direct Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth

KEY ACTIVITIES

- Organize, plan, and prioritize work
- Use technology, resources, and other work tools to put ideas and work directions into action
- Respond to and meet new work challenges
- Take responsibility for assuring work quality, safety, and results

- Communicate with others inside and outside the organization
- Give assistance, motivation, and direction
- Seek and receive assistance, support, motivation, and direction
- Value people different from yourself

- Work within organizational norms
- Respect organizational goals, performance, and structure to guide work activities
- Balance individual roles and needs with those of the organization
- Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices

- Balance and support work, career, and personal needs
- Pursue work activities that provide personal satisfaction and meaning
- Plan, renew, and pursue personal and career goals
- Learn new skills

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FEBRUARY 1997
NIFL publishes *EFF: A Reform Agenda for Adult Literacy and Lifelong Learning*, which introduces the initial "role maps," portraits of adult responsibilities, and invites programs, learners, and other stakeholders nationwide to join in the development process.

"working together" for the worker role. Every effort was made to assure that the language was clear, simple, and understandable to learners, practitioners, and the general public.

The role maps were refined and validated through an extensive structured feedback process conducted in 1997 by three consortia (one for each role), each guided by a national advisory group representing stakeholders for that role. Each consortium recruited effective role performers and a variety of stakeholders to comment on and revise its draft role map. A total of 864 participants from 18 states took part in the feedback process. Participants were geographically spread out and diverse in terms of demographics, background, and experiences.

1997
From January through May grantees conduct feedback sessions in which 864 effective role performers and a variety of stakeholders comment on and revise the draft role maps, describing broad areas of responsibility and key activities.

For the worker role, the complexity and range of work contexts made the task of validating the role map particularly challenging. Staff recognized they could not feasibly convene structured feedback groups with representatives from all industrial sectors and work situations. Instead they aimed for diversity—including both manufacturing and service sectors and large, medium, and small enterprises. The aim was not to replicate the occupational skills standards work on specific job clusters, but to identify the key underlying characteristics of the worker role across many different work contexts.

Five states participated, each targeting a particular industry. Each convened a Working Group with representatives of the targeted industries, adult education, employment training, economic development, and related agencies. Working Group members helped set up structured feedback sessions and recruit participants.

A total of 371 individuals took part in 28 feedback sessions on the Worker Role Map. Almost all were from business and industry, with a few from education and training organizations and community organizations. Participants included employees at all levels, from janitors to mid-level managers. They worked in a range of sectors and company sizes, from mom-and-pop grocery stores to large multinationals.

For the citizen role, a total of 25 structured feedback sessions were held in 13 states, involving 257 participants. Participants in the citizen role structured feedback were active in many kinds of civic organizations and brought experience in a wide range of civic participation activities. The largest single grouping was of representatives from local community-based organizations. Others were active in state and local government (elected and appointed positions), religious organizations, unions and businesses, educational and academic organizations, and a variety of local chapters of national organizations.

For the parent role, 17 feedback sessions were held in nine states, involving 236 individuals. Participants represented all economic levels, from welfare recipients to high-income parents. The parents who worked outside the home had a wide variety of jobs: farmers, teachers, nurses, service workers, managers in small and large businesses, company directors, and a CEO of an international company. Some were retired (including a former state legislator).

They had a range of values, from conservative religious to more liberal. Their education ranged from those working to get their GED to a sprinkling of Ph.Ds. They were affiliated with a wide variety of organizations—government, education, libraries, community and voluntary organizations, religious, youth, business and industry, and health care. Though most of the participants spoke English as their first language, two sessions were conducted in Spanish to ensure broader participation and representation. Two groups also were conducted on Native American reservations.

By asking adults to help construct role maps that reflect their experience as citizens, workers, or family members, EFF brought a sense of values and personal meaning into its content framework. Participants said that citizenship is not just about voting in elections, for example, but about taking action in many ways to make a positive difference in the world. Parents were described as creating a vision for the family and promoting values, ethics, and cultural heritage. Workers not only do the work but pursue work activities that bring them personal satisfaction. The issue of values and meaning is integral to the role maps. They are not decontextualized lists of skills.

States Taking Part in Worker Role Map Feedback

VIRGINIA

Food Industry – including Nabisco, Interbake Foods, National Fruit Product Co., WLR Foods, AFL-CIO and Bakery, Confectionery, and Tobacco Workers International Union.

NORTH CAROLINA

Metals Manufacturing – including Piedmont Triad Center for Advanced Manufacturing, AMP Inc., Burckhardt American, Newman Machine Co., National Institute for Metal Working Skills, and AFL-CIO.

OHIO

Heavy Metal Industry – including Ford, Ohio Stamping and Machine, American Federation of State, County and Municipal Employees, Ohio State Building and Construction Trades Council and AFL-CIO.

VERMONT

Health Care Industry – including Lamoille Mental Health, Southern Vermont Home Health, Brattleboro Memorial Hospital, Rutland Regional Medical Center, Copley Health Systems, Fletcher Allen Health Care and AFL-CIO.

MAINE

Retail – including National Retail Federation, Aroostook Center Mall, Hannaford Bros. Co., American Pulpwood Association, and AFL-CIO.

Linking Skills to Effective Performance

The role maps concentrated on broad areas of responsibility, key activities, and role indicators as the areas on which the least work had yet been done. In the next phase of work the EFF initiative constructed a database of skills and knowledge from published sources and EFF data, then used the role indicators to link the resulting skills and knowledge data with the refined role maps.

In spring 1997 the EFF technical-assistance team and coding teams from each of the role consortia reviewed and coded data on skills and knowledge. Each role consortium was asked to review the literature relating to its role and identify up to 10 documents that, in its opinion, defined the current state of knowledge about skill requirements for effective performance of that role.

Since each of the source documents in the database had been created independently, there were few commonalities in language. The EFF technical-assistance team developed a coding guide that made it possible to bring skills and knowledge from each of the documentary sources into a common framework, which could then be linked with the role maps. Deliberately based on the Department of Labor's O*NET skills framework, the guide created a sorting

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Role Maps are "linked" to existing databases of knowledge, skills, and abilities.

Citizen/Community Member

- Civics Standards, K-12
- Civics Framework for NAEP
- ABA's Essentials of Law-Related Education
- MA ABE Social Studies Framework
- *Quickening of America*
- MCOL Content Standards for Adults as Citizens
- Data From Phase II, EFF

Parent/Family Member

- PTA Standards
- Evenstart Quality Standards
- Traits of Healthy Families
- National Center for Family Literacy Quality Indicators
- Parents as Teachers
- MotherRead
- Early Supports for Family Life
- The Seven Habits of Highly Effective Families
- The Family Functioning Scale
- Data From Phase II, EFF

Worker

- O*NET Data
- SCANS
- NCTM/ANPN
- Workplace Basics
- CADD Standards
- AEA Standards
- Chemical Process Industry Standards
- Metal Workers Standards
- Retail Sales Standards
- Hospitality Standards
- Data From Phase II, EFF

mechanism that could clearly link the EFF Framework with SCANS and O*NET.

The next step was to bring together the role map and skills database for each role in order to build the "clear picture of what adults need to know and do in order to fulfill their roles as citizens, workers, and family members," on which standards could be based. This task was carried out at "linkage meetings" held in May and June of 1997, where participants created the links between the key activities of the refined role maps and the skills and knowledge in the coding frame.

These linkages were a way of grounding the skills in their application in key activities and ensuring that role maps were sufficiently elaborated so that education programs could use them to prepare adults to perform their roles successfully.

By the end of June 1997 the EFF team was ready to take the final steps needed to create adult learning standards: the separate roles needed to be linked and brought into one coherent framework that reflected the reality of adult experience as well as the needs of the adult learning system for the clarity of a single set of standards. In this next phase of work, EFF defined "common activities" across the three roles and a single set of "generative skills" needed across the roles.

JUNE 1997
Grantees begin to define "common activities" across the three roles and a single set of "generative skills" that are needed across the roles.

Common Activities: Linking Roles for Transfer

Common activities were defined as activities that occur in all three roles. In identifying a core set of common activities across all the roles, all three levels—responsibilities, key activities, and role indicators—were examined to take into account real differences in the centrality, importance, or frequency of activities from role to role.

Linking activities across the three roles meant that each role influenced the whole in particular ways. For example, the citizen and family member roles were particularly strong on interpersonal and communication activities such as "guide and support others" and "respect others and value diversity." The worker role was particularly strong on systems activities like "work within the big picture" and "keep pace with change." Activities were designated as "common" only if they appeared in all three roles. However, common activities had different emphases and meanings in the context of each role.[16]

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Generative Skills: The Basis for Standards

Once the EFF team had identified the core activities that were common to all three roles, it was possible to identify a set of "generative skills" that supported these common activities. Generative skills were defined as "integrated skill processes that are durable over time, in the face of changes in technology, work processes, and societal demands." They are required in order to carry out the common activities identified from the role maps, as well as many day-to-day tasks. Using the original role-specific codes that linked skills with key activities, generative skills could be directly linked with the newly defined common activities.

Common Activities

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

From Skills to Standards

In October 1997 the result of this phase of EFF research was published as a wall-chart titled *Equipped for the Future: A New Framework for Adult Learning.* The chart included all the key elements of the EFF Content Framework: purposes, role maps, common activities, and generative skills. Readers were invited to review these elements and to let the EFF development team know if the Framework seemed to address the needs of learners in the adult literacy system.

OCTOBER 1997
NIFL publishes *EFF: A New Framework for Adult Learning*, which introduces the skills and knowledge critical for successful achievement of purposes and roles.

DECEMBER 1997
25 programs in 12 states begin 18-month process of field development.

At the same time, the technical-assistance team returned to the data and produced the first draft of EFF Standards. The effort to keep the standards focused on application of skills resulted in an overly complex first standards draft that filled a three-inch-thick, three-ring binder, weighing down the 25 local programs that worked with the EFF team to test and refine the Standards.[17] Over a 15-month period the standards were revised twice more through an iterative field and expert review process.

The 25 field sites that participated in the development process were selected through a competitive process. State directors of adult education were invited to submit letters of interest and to nominate programs in their states to participate. Twelve states chose to participate in the process and worked with the NIFL to ensure that, taken together, the field sites reflected the range of program types (volunteer and paid instructors, CBOs, LEAs, community colleges, and libraries), program contexts (workplace, welfare-to-work, corrections, citizenship), and learners (ESOL, ABE, GED).

1998
Field development sites use the Framework and draft standards in their programs, documenting the process and results with assistance from EFF field support staff.

OCT 1998
Standards revised based on feedback from field development sites.

At least three teachers or tutors from each program used the Content Framework and Standards with learners for a five-month period, from January to May 1998, submitting detailed weekly documentation.[18] In June a three-day Debriefing Institute was held to enable participants to discuss their experiences with one another, provide feedback to NIFL, and work in

small groups to develop criteria for revising the Standards. A Standards Working Group, led by our technical-assistance team and composed of EFF staff and teachers from the field sites, met in the weeks following the Institute to review the recommendations and develop a revised Standards template.

Once this template was approved, the Standards were revised and reviewed once again by a smaller set of the 25 programs and by a panel of experts that met in January and March 1999. The Standards were revised in May 1999, based on this review. Standards that were changed substantially were tested a final time in programs over the summer.

NOV 1998
10 field sites begin a second phase of field review, with each site concentrating on one or two of the revised standards.

JAN 1999
45 national experts in standards and assessment participate in a two-day seminar to review the standards.

Based on the results of the field review and feedback from the national experts, final revisions are made.

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CHAPTER 3

The EFF Standards And How They Work

How EFF Standards Work

The 16 EFF Standards

Using the Standards to Assess Performance

The 16 Equipped for the Future Standards define the core knowledge and skills adults need to effectively carry out their roles as parents, citizens, and workers. The Standards have been identified through research on what adults need to do to meet the broad areas of responsibility that define these central adult roles. They do not address the full range of activities adults carry out in these roles; rather, they focus on the knowledge and skills that enable adults to

- gain access to information and ideas;
- communicate with the confidence that their message makes sense and can be understood by others;
- make decisions that are based on solid information and reached through thoughtful analysis, consideration of options, and careful judgment;
- keep on learning so they won't be left behind.

These are the four purposes for learning that adult learners identified in the first phases of the EFF research.

Four Categories of EFF Skills

The EFF list of necessary skills is different from the list adult educators traditionally use. It starts with the Communication Skills—the skills adults need for access to information: reading and writing, listening and speaking, and observing. But it also includes three additional categories of skills that adults need in order to use the information they access to carry out their responsibilities: to speak and act effectively in their roles as parents, citizens, and workers. These categories of skills (see sidebar) include those we traditionally think of as interpersonal skills, and those decision-making and learning skills we traditionally talk about as "higher order" or critical-thinking skills.

Grouping the skills into these four categories is intended to underline the interchangeability of skills within a category. For example, some activities that require adults to *Work Together* can be carried out most effectively by relying on oral and visual communication skills. In such situations, reading and writing may not be the most important means of communicating with others about what needs to get done. Similarly, the specific interpersonal skills one needs to draw on will vary from situation to situation depending on the task and context. The categories

EFF Standards include four fundamental categories of skills that adults need to draw from to carry out the key activities that are central to their primary roles:

Communication Skills
- Read With Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-Making Skills
- Solve Problems and Make Decisions
- Plan
- Use Math to Solve Problems and Communicate

Interpersonal Skills
- Cooperate With Others
- Guide Others
- Advocate and Influence
- Resolve Conflict and Negotiate

Lifelong Learning Skills
- Take Responsibility for Learning
- Learn Through Research
- Reflect and Evaluate
- Use Information and Communications Technology

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reflect this variability of skills, encouraging adult learners to think about all the skills in a given category as tools they may want to draw on selectively to achieve their purpose more effectively. ***Being able to use all the skills in each category with a high degree of competence maximizes flexibility, giving adults a range of choices for how they can meet daily challenges and opportunities.***

▼

"School-based abilities are not necessarily the same as work-based abilities. Employers want employees with solid academic basics, but they want the applied versions of the three R's. Applied reading, writing, and math are substantially different from the versions taught in schools. In addition, employers want a set of behavior skills that are not taught at all in traditional academic curricula, such as problem solving, communication skills, interpersonal skills, and leadership."[1]

—Anthony P. Carnevale and Jeffrey D. Porro

Standards for Standards

Every standards development effort is guided by a set of criteria that reflect shared assumptions about learning and the role of standards. The following "standards for standards" identify the key criteria that guided EFF Standards development over the past five years:

- **EFF Standards must accurately reflect what adults need to know and be able to do.** EFF's definition of what adults "need to know and be able to do" is based on analysis of what adults do in their roles as workers, citizens, and members of families and communities. Since every effort was made by the EFF team to start with an accurate picture of adult roles and role performance, there is real confidence that the Standards truly represent the knowledge and skills critical to real-world success—for now. The world will continue to change, however, and EFF Standards must also be dynamic and capable of change. ***The EFF Role Maps and Standards will need to be reviewed periodically to make sure they continue to reflect real-world demands. In this way we can assure that performance against the EFF Standards translates into real-world results.***

- **EFF Standards must be reflective of broad consensus.** Every component of the Framework on which the EFF Standards are based, including the four Purposes, the Role Maps, and the Standards, has been refined through an iterative process of feedback, comment, and testing. The four Purposes emerged from learner writings about the national adult literacy and lifelong learning goal. The broad areas of responsibility and key activities in the Role Maps are based on structured feedback sessions involving, in each case, three to four hundred adults identified as effective performers in the role of worker, parent/family member, or citizen/community member. The Standards were refined through nearly two years of field and expert review. As a result, this Framework and these Standards reflect a broad and inclusive consensus on what is important for adults to know and do to be maximally effective in their daily lives.

- **EFF Standards must be specific enough to guide instruction and assessment.** Once the core areas of knowledge and skills covered in the EFF Standards were defined, the Standards were refined through two rounds of field review to assure that teachers working with adults at every level of skill development could use them to guide instruction and assessment. The goal of the Standards development team was to make sure that the Standards were specific enough to communicate to adult learners, teachers, and other education professionals what is most important for students to learn, without dictating how the ideas or information should be taught.

- **EFF Standards must be able to be measured.** In specifying the content of each Standard, the EFF development team turned to researchers and evaluators, as well as field reviewers, to help ensure that EFF Standards focus on performance that is observable and measurable. The goal of these efforts was to define standards that enable instructors not only to document performance but also to place it on a continuum and let students know if they are performing well enough to accomplish a desired goal.

- **EFF Standards must define multiple levels of performance for students to strive for.** The EFF development team is just beginning the work of defining performance levels for EFF Standards. These levels will be descriptive, focusing on what adults can do with the knowledge and skills at each level, including what external benchmarks are linked to each level. This approach to setting levels is based on the assumptions that adults differ in the goals they want to achieve at different points in their lives and that different goals require different levels of performance. Once EFF performance levels are set, adults will be able to use them, in combination with EFF Role Maps and Content Standards, to make informed choices about the level of proficiency they need to develop to achieve goals they set for themselves.

- **EFF Standards must be written clearly enough for all stakeholders to understand.** One of the strongest imperatives guiding the EFF Standards development process has been always to keep in mind the multiple audiences that need to understand the Standards. Our goal has been to write Standards that are compelling enough to inspire adult learners, teachers, and tutors, and clear enough to send a coherent message to policymakers and other stakeholders about what students know and are able to do if they meet EFF Standards.

▼

"Not everyone can be an expert. Everyone can be good at something, but most of us get along without being proficient in everything."[3]

—Bert F. Green

Specifying the Standards

Since the starting place in defining the EFF Standards is what people do that requires the knowledge and skills that make up each Standard, every effort has been made to assure that the Standards sharply focus on application of skills.

Naming the Standards. The name of each EFF Standard focuses on how adults need to use the skill to carry out the core of activities common to the three roles. The EFF Reading Standard is called *Read With Understanding* to express the focus on purpose and use: adults need sufficient mastery of decoding and comprehension strategies to accomplish a task requiring them to *Gather, Analyze, and Use Information* or *Manage Resources*,[2] for instance. The level of mastery required will vary, depending on task and context. Similarly, the EFF Math Standard is called *Using Math to Solve Problems and Communicate* to make clear the role that number sense and mathematical operations play in helping adults carry out key activities in their daily lives.

Focusing the Content of the Standards. This focus on application is continued in the description of the content of the Standard. The description of *Read With Understanding* is given in the box at the right.

Read With Understanding

- Determine the reading purpose
- Select reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies
- Analyze the information and reflect on its underlying meaning
- Integrate it with prior knowledge to address reading purpose

This Content Standard has been framed to include the key elements of the reading process as defined in the Reading Excellence Act (REA).[5] In the REA, reading is defined as "a complex system of deriving meaning from print that requires all of the following: a) the skills and knowledge to understand how phonemes, or speech sounds, are connected to print; b) the ability to decode unfamiliar words; c) the ability to read fluently; d) sufficient background information and vocabulary to foster reading comprehension; e) the development of appropriate active strategies to construct meaning from print; f) the development and maintenance of a motivation to read" (Sec. 2252(4)). These necessary components of reading are reflected in points two and three of the EFF Standard: "Select reading strategies appropriate to purpose" and "Monitor comprehension and adjust reading strategies." In the EFF Standard, these specific skills and abilities are explicitly wedded to the reader's "purpose."

▼

"Viewing literacy as skills or tasks does not adequately encompass the complexity of the experience of literacy in adults' daily lives. Literacy reflects the fundamental interdependence of the social world at many levels.... Although literacy requires knowledge of the technical skills of forming letters, spelling words, decoding, and so on, these technical skills are useless without social knowledge that attaches meaning to words in context."[4]

—Hanna Arlene Fingeret and Cassandra Drennon

EFF research with adult learners has convinced us that purpose is the key to motivation for adults—motivation to learn and motivation to achieve. The EFF Standards have been designed to encourage adult learners and their teachers to think about strategies for learning and for using skills in the context of the learner's purpose, to identify barriers along the way to achieving that purpose, and to identify and try out new strategies that might enable the learner to get past those barriers. A shorthand way of saying this is that EFF Standards encourage a problem-solving approach to skill development. While the focus of teaching and assessment is what students need to learn in a particular situation to achieve their purpose, the goal is longer-term: to build, over time, the cognitive and metacognitive strategies that facilitate learning with understanding and transfer of learning from one context to another.

The EFF development team adopted this approach to the Standards for two primary reasons. First, it makes sense in terms of how adults need to use skills in the world. A problem-solving approach to developing knowledge and skills fits with a world in which adults' everyday life responsibilities demand that they be able to identify and respond to change and challenge at work and at home. Second, it is congruent with the growing body of research on how people learn. Teaching skills in the context of purpose and application facilitates retention of knowledge in a usable form—so students can draw on it as necessary, in a range of contexts and situations.

Practitioners in the field development process supported this approach to defining standards for similar reasons. They told us that standards focused on "purposes" speak directly to the goals and needs of their students. Adult students are highly goal-directed. They come to formal learning situations actively seeking knowledge and skills in order to build competence in their lives and accomplish things that have an impact on those around them. Making sure that each Content Standard explicitly focuses on what the teachers came to call "components of competent performance" enabled teachers to identify with greater specificity what their students can and cannot do so they can better align teaching and assessment with learner needs and goals.

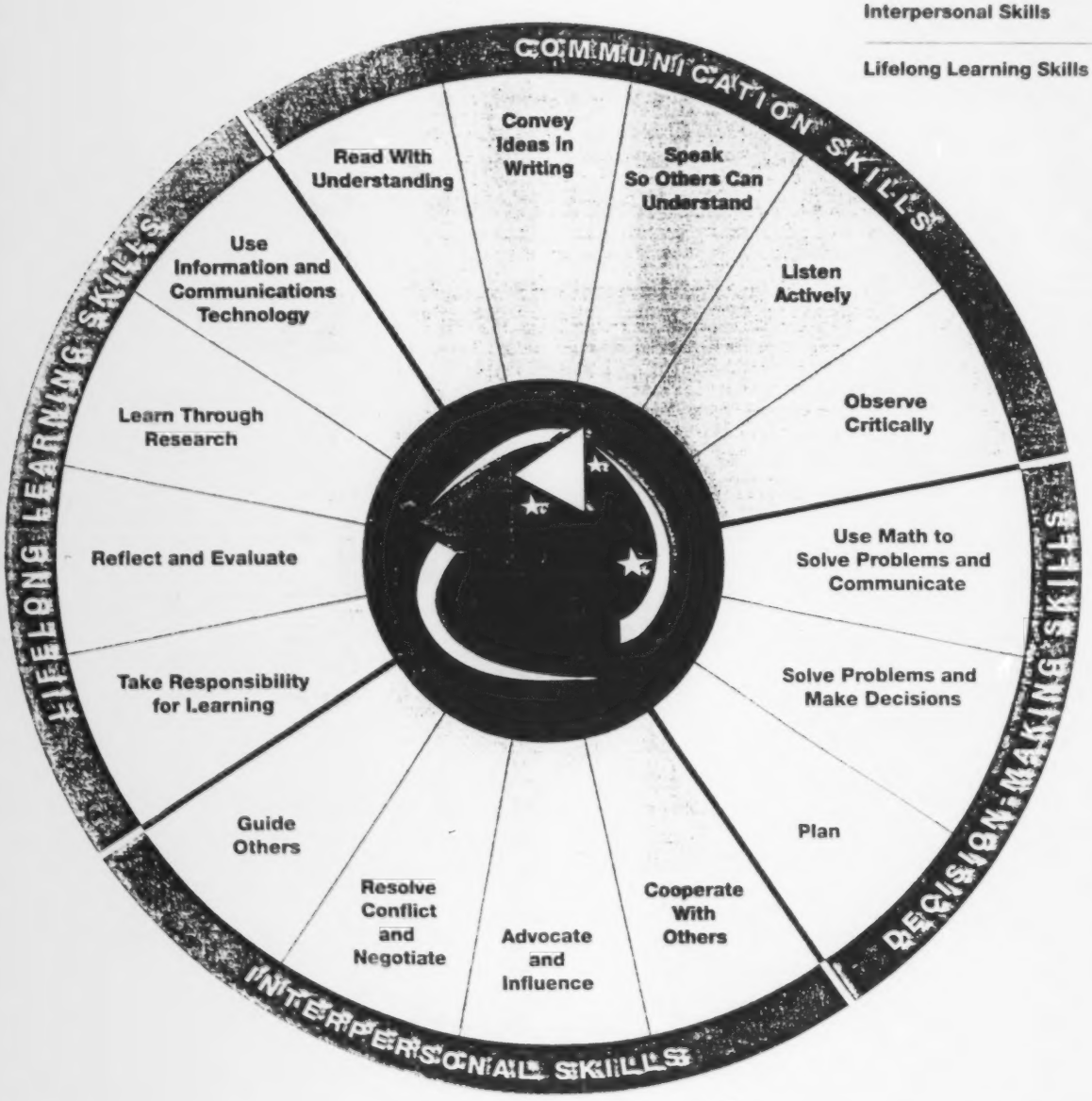
The 16 EFF Standards

Communication Skills

Decision-Making Skills

Interpersonal Skills

Lifelong Learning Skills



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How to Read the Standards

Insights From Field Research: Using the Standard to Guide Teaching and Learning
Since we do not yet have performance levels for EFF Standards, we thought it would be helpful for readers to see how teachers are using the Content Standards to plan instruction and assess performance.

This section is composed of excerpts from documentation submitted by teachers who participated in Phase I and Phase II of the field development process. In Phase I, teachers submitted weekly documentation describing their experiences using the Framework and Standards with their learners. In Phase II, teachers' documentation focused specifically on the Standards. Most of the field notes included here come from this second phase of documentation.

Phase II documentation asked teachers to respond to three sets of questions. The first focused on planning for instruction, the second on evaluation of instruction and student performance, the third on teacher reflections on how using the Standards affected teaching and assessment.

For each Standard we have included excerpts from at least one teacher's documentation. We purposely use responses from different sections of the documentation from Standard to Standard to give the reader a flavor of the types of responses we received across all three sets of questions. We wish it had been possible to include some responses in full, but they were too long for the space available here.

The phrases in italics identify the questions from the documentation template.

All comments are from documentation submitted by the teacher(s) identified at the beginning of the selection. The level of instruction and type of instructional setting are also identified.

Copies of the documentation templates for both Phase I and Phase II are included in Appendix B.

Equipped for the Future
The Standards

COMMUNICATION SKILLS
Read With Understanding

Reflections
"Adult illiteracy usually involves a lack of proficiency in comprehension strategies and in metacognition. Over several years, Wittrock and Kelly (1984) studied several hundred young, functionally illiterate adults. Nearly all of them could decode words, but very few of them used, monitored, or evaluated learning strategies and metacognitive processes. In these experiments, when learning strategies and metacognitive processes were taught to these students, their reading comprehension, including their ability to read on the job technical text, improved substantially—about 20%."

—Merlin C. Wittrock

"To read critically means to read intelligently. When we read the newspaper we have to think about what they want to tell you. We don't have to believe everything we read. Before when reading the newspaper I was just trying to read the words, but now I can understand what the papers are trying to say."

—Adult learner, Santa Clara Reading Program, Santa Clara, CA

Insights From Field Research:
Using the Standard to Guide Teaching and Learning*

Marty Duncan
Sumner Adult Education, East Sullivan, ME
Adult Basic Education (ABE) Level 1;
One-on-one tutoring, series of lessons

"I felt I was working from a more solid basis than before and that if I were asked to explain what EW and I are doing, I would be able to do that in a clearer way than before."

Describe what you know about the level of performance of your students.

- **Clearly identifies purpose for reading:** EW determined before and during her first session at the learning center that she wanted to learn to read so that she could function independently in specific ways, especially grocery shopping. She has also discussed a larger purpose relative to her lifelong feelings of inadequacy because of her inability to read. After more than 30 years of marriage, she has been widowed for about a year and is feeling the loss of her husband's assistance in this area of her life.
- **Chooses appropriate strategies for reading:** EW explained in the first session that she wanted to learn the alphabet including the sounds of letters. She had tried to learn some of this in the past but became frustrated and gave up. . . . We agreed to begin a list of grocery words using the names of groceries EW commonly purchased.
- **Effectively overcomes external and internal barriers to comprehension:*** EW is willing to discuss openly and even joke about her negative self-criticism. She is aware that she becomes irritated and sarcastic whenever she makes even the slightest mistake. At this point, she places full responsibility for the fact that she didn't learn to read squarely on her own shoulders. Though I can guess from what she has told me that there are contributing factors from her family, social, and school situations, EW seems to believe that these are minor and that her own "thick-headedness" is the real reason that she hasn't learned to read.
- **Integrates new information with prior knowledge to address reading purpose:** EW and I have been using the assessment forms from Project READ: San Mateo. We discuss each week what she has learned and how she uses it. Last week, she said that she was using her practice grocery list to make one to use for shopping. This week I will ask her how she knows when she is doing something better.

What are the steps you will look for in order to know if your students are making progress toward meeting the standard?

- **Clearly identifies purpose for reading:** EW will be able to discuss information she has gathered and knowledge she has gained.
- **Chooses appropriate strategies for reading:** EW will be able to say what she is doing when she is trying to figure out something she is reading. She will be able to repeat a strategy that she has previously tried. She will be able to use increasing numbers of effective strategies. She will be able to match a problem situation with a strategy.
- **Effectively overcomes external and internal barriers to comprehension:*** EW will be identify both internal and external barriers to comprehension. She will be able to use what she has learned about these barriers to improve her attitude toward herself and her ability to learn. She will be able to recognize which external barriers can and cannot be removed. She will learn strategies that can be useful in overcoming the barriers. She will be able to apply a useful strategy when confronted with the effects of a barrier.
- **Integrates new information with prior knowledge to address reading purpose:** EW will give examples of the ways she uses her increased understanding and knowledge in her daily life (for example, regularly using a grocery list, regularly reading ads and comparing prices before shopping).

* Except where otherwise noted, all teacher data are from the second round of field review, conducted October 1998 – May 1999.

* Wording changed as result of Standards review process.

24 EFF Content Standards

Reflections
We included reflections from a range of writers, thinkers, researchers, and teachers to provide alternative perspectives on how adults use this skill in their lives.

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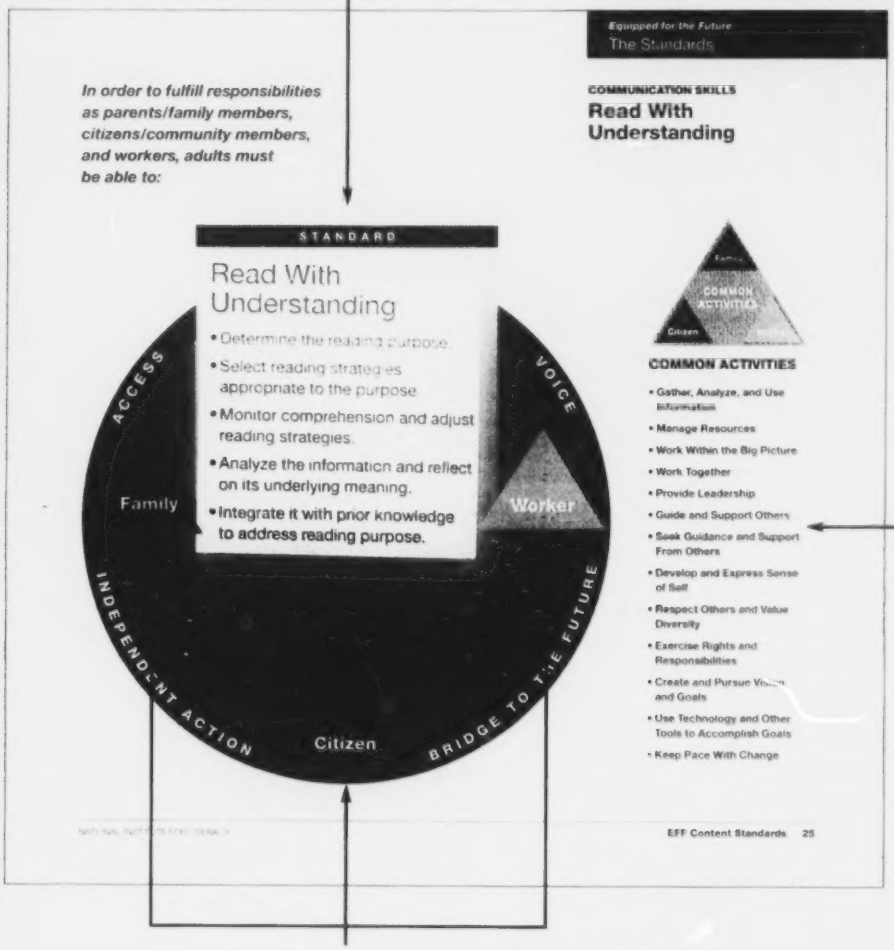
The EFF Standards page has been designed to illustrate the relation between the Content Standard and the other elements of the EFF Content Framework.

The **Content Standard** *pops up* from the center of a circle framed by the **Four Purposes** that motivate adult learning.


Equipped for the Future
The Standards
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:
COMMUNICATION SKILLS
Read With Understanding
STANDARD
Read With Understanding
• Determine the reading purpose.
• Select reading strategies appropriate to the purpose.
• Monitor comprehension and adjust reading strategies.
• Analyze the information and reflect on its underlying meaning.
• Integrate it with prior knowledge to address reading purpose.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen
COMMON ACTIVITIES
• Gather, Analyze, and Use Information
• Manage Resources
• Work Within the Big Picture
• Work Together
• Provide Leadership
• Guide and Support Others
• Seek Guidance and Support From Others
• Develop and Express Sense of Self
• Respect Others and Value Diversity
• Exercise Rights and Responsibilities
• Create and Pursue Visions and Goals
• Use Technology and Other Tools to Accomplish Goals
• Keep Pace With Change
EFF Content Standards 25

The 13 **Common Activities** represent the areas of overlap between the three roles. Fuller descriptions of both the Common Activities and the areas of overlap can be found in Appendix A.

The **triangles** represent the three primary adult roles. Meeting the Standard enables adults to achieve the purposes and carry out their roles effectively.

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COMMUNICATION SKILLS

Read With Understanding

Reflections

"Adult illiteracy usually involves a lack of proficiency in comprehension strategies and in metacognition. Over several years, Wittrock and Kelly (1984) studied several hundred young, functionally illiterate adults. Nearly all of them could decode words, but very few of them used, monitored, or evaluated learning strategies and metacognitive processes. In these experiments, when learning strategies and metacognitive processes were taught to these students, their reading comprehension, including their ability to read on-the-job technical text, improved substantially—about 20%."[6]

—Merlin C. Wittrock

"To read critically means to read intelligently. When we read the newspaper we have to think about what they want to tell you. We...don't have to believe everything we read. Before when reading the newspaper I was just trying to read the words, but now I can understand what the papers are trying to say."

—Adult learner, Santa Clara Reading Program, Santa Clara, CA

Insights From Field Research: Using the Standard to Guide Teaching and Learning†

Marty Duncan
Sumner Adult Education, East Sullivan, ME
Adult Basic Education (ABE) Level 1;
One-on-one tutoring, series of lessons

"I felt I was working from a more solid basis than before and that if I were asked to explain what EW and I are doing, I would be able to do that in a clearer way than before."

Describe what you know about the level of performance of your students.

- **Clearly identifies purpose for reading:** EW determined before and during her first session at the learning center that she wanted to learn to read so that she could function independently in specific ways, especially grocery shopping. She has also discussed a larger purpose relative to her lifelong feelings of inadequacy because of her inability to read. After more than 30 years of marriage, she has been widowed for about a year and is feeling the loss of her husband's assistance in this area of her life.
- **Chooses appropriate strategies for reading:** EW explained in the first session that she wanted to learn the alphabet including the sounds of letters. She had tried to learn some of this in the past but became frustrated and gave up.... We agreed to begin a list of grocery words using the names of groceries EW commonly purchased.
- **Effectively overcomes external and internal barriers to comprehension:*** EW is willing to discuss openly and even joke about her negative self-criticism. She is aware that she becomes irritated and sarcastic whenever she makes even the slightest mistake. At this point, she places full responsibility for the fact that she didn't learn to read squarely on her own shoulders. Though I can guess from what she has told me that there are contributing factors from her family, social, and school situation, EW seems to believe that these are minor and that her own "thick-headedness" is the real reason that she hasn't learned to read.
- **Integrates new information with prior knowledge to address reading purpose:** EW and I have been using the assessment forms from Project READ, San Mateo. We discuss each week what she has learned and how she uses it. Last week, she said that she was using her practice grocery list to make one to use for shopping. This week I will ask her how she knows when she is doing something better.

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

- **Clearly identifies purpose for reading:** EW will be able to discuss information she has gathered and knowledge she has gained.
- **Chooses appropriate strategies for reading:** EW will be able to say what she is doing when she is trying to figure out something she is reading. She will be able to repeat a strategy that she has previously tried. She will be able to use increasing numbers of effective strategies. She will be able to match a problem situation with a strategy.
- **Effectively overcomes external and internal barriers to comprehension:*** EW will be able to identify both internal and external barriers to comprehension. She will be able to use what she has learned about these barriers to improve her attitude toward herself and her ability to learn. She will be able to recognize which external barriers can and cannot be removed. She will learn strategies that can be useful in overcoming the barriers. She will be able to apply a useful strategy when confronted with the effects of a barrier.
- **Integrates new information with prior knowledge to address reading purpose:** EW will give examples of the ways she uses her increased understanding and knowledge in her daily life (for example, regularly using a grocery list, regularly reading ads and comparing prices before shopping).

† Except where otherwise noted, all teacher data are from the second round of field review, conducted October 1998 – May 1999.

* Wording changed as result of Standards review process.

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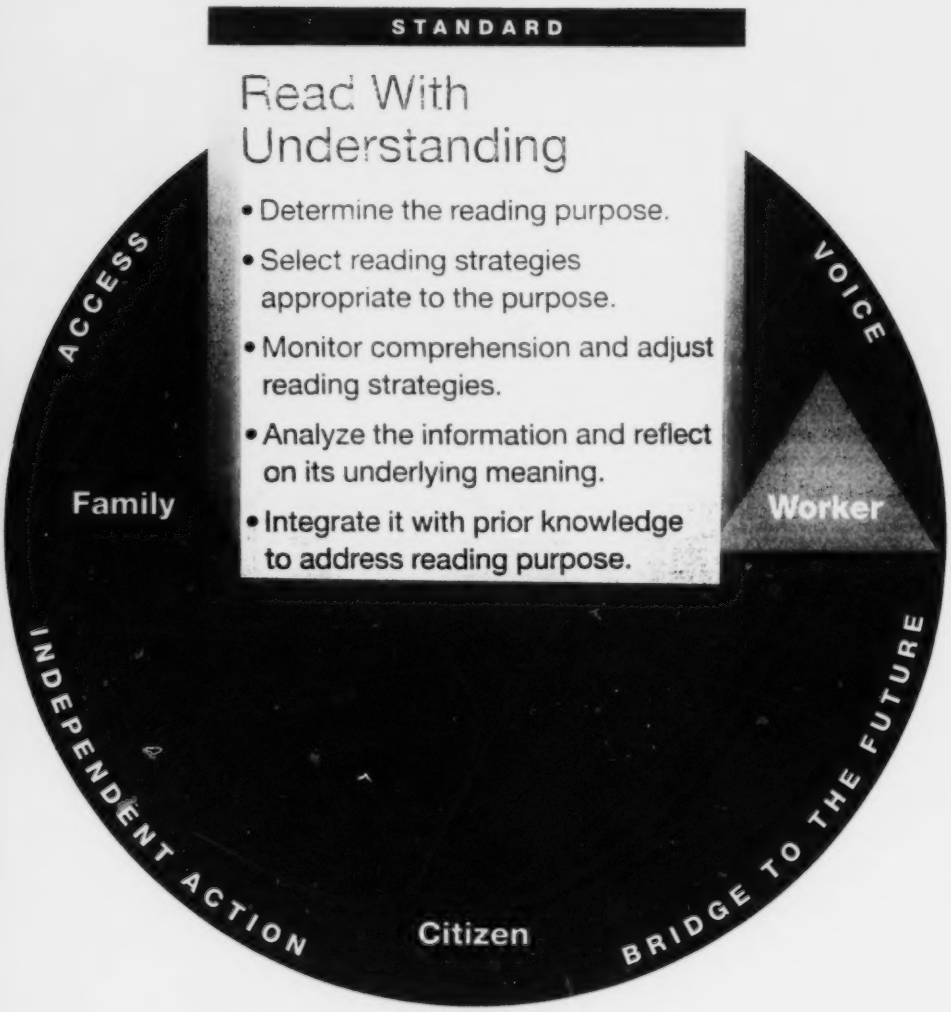
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS

Read With Understanding



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

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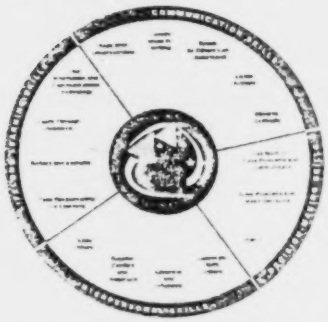
COMMUNICATION SKILLS

Convey Ideas in Writing



Reflections

"Whether fresh insight comes first or fresh words I don't know. To this day, I am as bemused by the hen and egg dilemma as I was at six years old. But I know this: when we begin to get new insight we tend to find new words, for only by using the new can we, in turn, communicate the new insight to others or even to ourselves. Surely there is a simultaneity about this matter of fresh phrases gushing out of our vocabulary and fresh ideas gushing in to our minds. A new gestalt is formed, a new coming-together of multiple forces [internal and external] takes place and this gestalt transforms us and the situation in which we exist."[7]

—Lillian Smith

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Debbie Stowers and Michelle Miller
Canton City Schools ABLE, Canton, OH
ABE and GED;
In-class activity, series of lessons

Describe what you know about the level of performance of your students.

Many of the students are able to identify purpose and audience for writing. Some of the students can organize information well. A few struggle with format and sequence of materials. Some students can control barriers effectively. Few are able to edit and revise writing for effectiveness.

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

- Recognizes purpose and audience for writing; verbalizes the purpose and audience for writing; demonstrates in writing the purpose and audience for writing
- Selects a format for writing; writes the main idea; lists the paragraph topic idea; sequences the topic ideas in appropriate order
- Organizes paragraphs; uses topic sentences; uses supporting details; uses correct grammar
- Rereads text for possible problems; has others reread text for problems; recognizes need to change text; edits text for grammatical and structural errors.

Describe what took place during the learning experience.

Our first lesson with the Writing Standards involved making posters for our mentor luncheon. As a class we determined the purpose and organization of each poster. In groups they wrote the text for our posters. This was recorded on the Writing handout. Next, the students helped each other edit and make changes that were needed before transferring the text to the posters. Beginning with a group activity, they were able to get a better feel for the Standard and what each component meant.

In the follow-up lesson, students were to complete applications for our job shadowing program. On the application there were two short essay questions. Using the Standard and the Writing sheet, the students worked individually to complete their essays. Once they identified the purpose/audience and organized their ideas, they wrote a rough draft. Peers, as well as teachers and tutors, assisted in the editing. After rough draft revisions were completed, a final copy was made on the application.

Look at the steps you identified above. How does the evidence you collected relate to these steps?

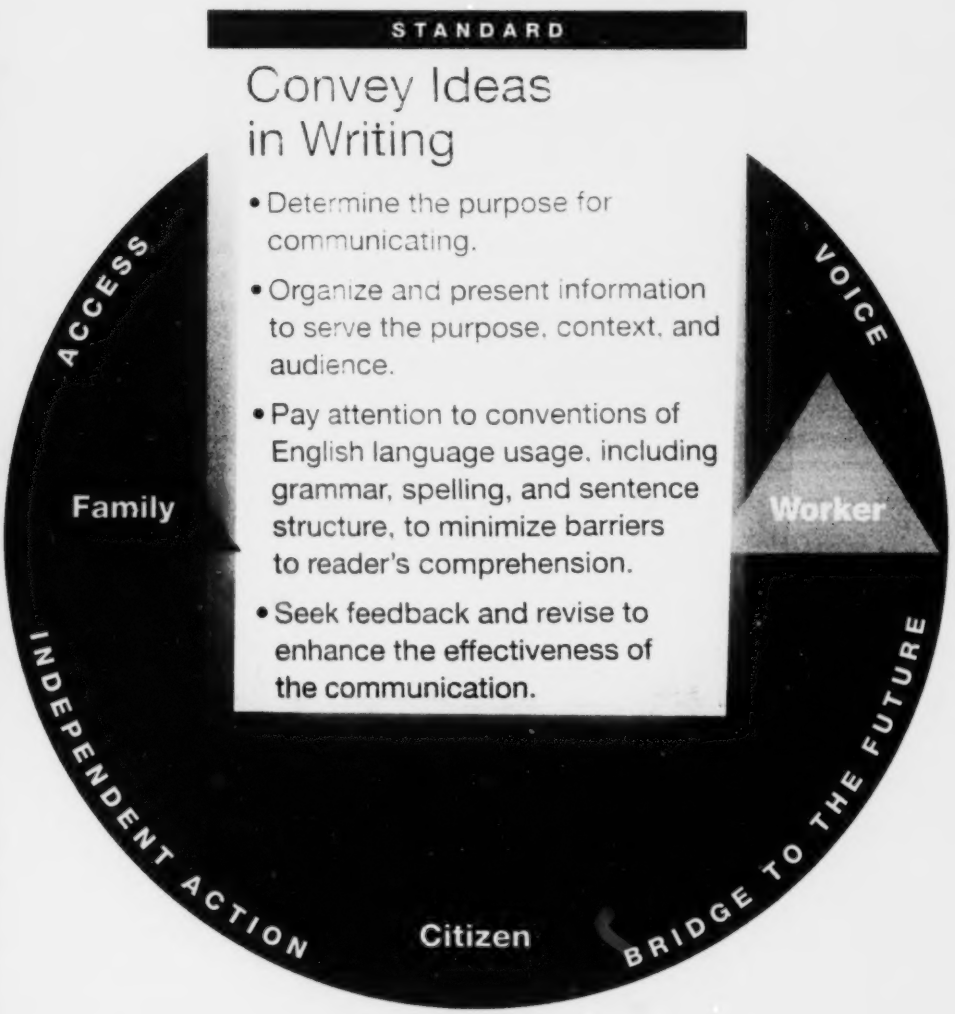
- Students expressed the purpose/audience both in words and on paper.
- Students selected a format; wrote down thoughts and ideas; and, with help, organized and sequenced ideas.
- Students put ideas into paragraphs and began each paragraph with a topic sentence.
- Students had others read their writing and, with help, revised text to correct errors.

BEST COPY AVAILABLE

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS

Convey Ideas in Writing


STANDARD
Convey Ideas in Writing
• Determine the purpose for communicating.
• Organize and present information to serve the purpose, context, and audience.
• Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
• Seek feedback and revise to enhance the effectiveness of the communication.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
Citizen
BRIDGE TO THE FUTURE

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

COMMUNICATION SKILLS

Speak So Others Can Understand

Reflections

"The philosopher H.P. Grice has pointed to four simple rules that govern any rational communication of information. While we do much more with language than convey information, Grice's rules are a good starting point for a discussion of how people shape language to affect and influence other people:

1. Say as much as necessary and no more.
2. Tell the truth.
3. Be relevant.
4. Be clear.

Any attempt to exchange information in conversation with others would quickly cease to have a point if these rules were not obeyed, in the vast majority of occasions, by the vast majority of people. At the very least, you must (for the most part) pretend that you are obeying these rules, if you are to be accepted as a conversational partner."[8]

—*James Gee*

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Maggie Moreno
Harris County Department of Education, Adult Education Division, Houston, TX
ESOL Level 1; Series of lessons, project, group activity

Describe what you know about the level of performance of your students.

- **Purpose:** Most students can identify the purpose for speaking to an audience, but are able to communicate with limitations.
- **Strategies:** Impromptu answers are not clear. They need help organizing thoughts and clarifying main ideas. They need to write their ideas first before speaking in front of a class or group.
- **Barriers:** They have problems with grammar, sentence structure and word order.
- **Monitors Reactions:** They can speak and deliver the message to a group after practicing a lot first in their class and then to other classes.
- **Adjusts:** Even after presenting the project to the first class, the students wanted to practice again in our classroom and make corrections to the original presentation.

Carla McTigue
Arlington Employment and Education Program (REEP), Arlington, VA
ESOL Level 250; In-class activity, series of lessons, group activity

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

- **Purpose:** I will look for evidence that students ask and respond to questions from other group members using learned phrases and some new phrases and that they participate in conversations piecing together the information they obtained aurally. I will look for attempts at spontaneous conversation, particularly with respect to the problem-solving portion of the activity.
- **Strategies:** I will look for students trying to clarify general meaning by rewording and rephrasing. In some cases, less use of bilingual dictionaries and teacher assistance will represent progress in building oral fluency. I will look for less switching to the primary language.
- **Barriers:** I will look for progress in students' vocabulary, grammar, pronunciation and overall oral fluency.
- **Monitors Reactions:** I will look for evidence, through body language, speakers' next utterances and overall flow of conversations, that speakers are receiving listeners' reactions.
- **Adjusts:** I will look for instances of students' rephrasing or rewording their questions when explicitly or implicitly called upon to do so by their listeners.

How was learner performance different or similar to what you anticipated in planning for the activity?

Learner performance was somewhat more advanced than I anticipated. They spoke carefully, articulately, with much original, spontaneous language, and with much checking and rewording to aid others in their group's comprehension. They listened actively to the reading of the stories, taking detailed, copious notes, and also to each other, posing many questions to each other and listening carefully to the answers.

I also was surprised by the strong performance of other EFF Standards that my students demonstrated. They worked very well together under significant time pressure. They showed definite opinions and advocated for them. They resolved conflict and negotiated to the extent their language abilities allowed them. Occasionally, they were unable to explain their ideas adequately to convince others. In these cases, they switched to their primary languages, which I expected.

I did not expect that students would rely so much on their comparatively strong reading and writing skills to aid their ability to speak and listen effectively. Almost all took copious, fairly accurate notes while listening to the stories. At this level, students draw on all of their language skills to optimize communication.

BEST COPY AVAILABLE

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

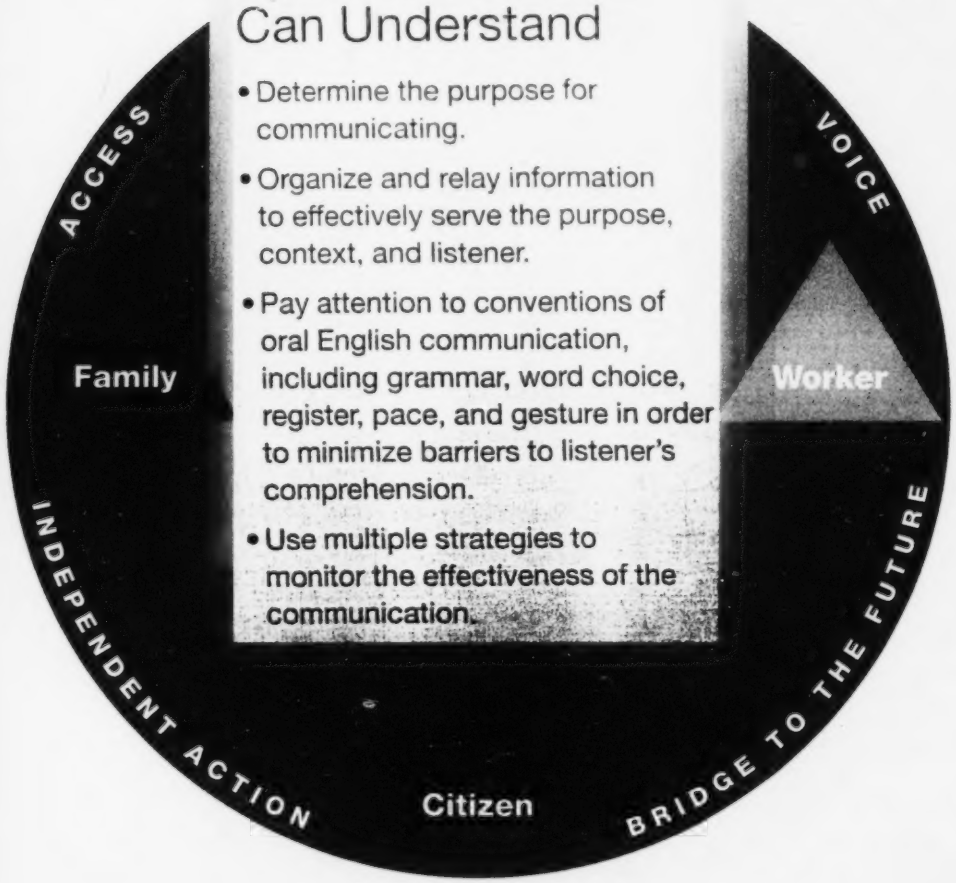
COMMUNICATION SKILLS

Speak So Others Can Understand

STANDARD

Speak So Others Can Understand

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

BEST COPY AVAILABLE

COMMUNICATION SKILLS

Listen Actively

Reflections

"Communication means listening openly and sending convincing messages. Being an adept communicator is the keystone of all social skills. Listening well is also crucial to competence in communicating. Listening skills—asking astute questions, being open-minded and understanding, not interrupting, seeking suggestions—account for about a third of people's evaluations of whether someone they work with is an effective communicator."[9]

—Daniel Goleman

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Jane Knight
Knox County Adult Literacy Program, Knoxville, TN
ABE Level 1; Series of lessons with a student leadership group on *Listen Actively*

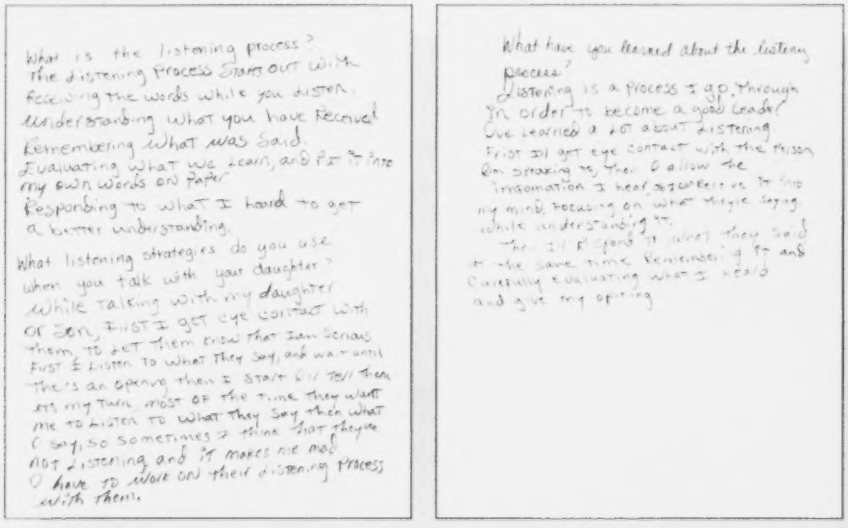
How did the process of defining and collecting evidence work for you? How did it require new or different methods of thinking and observation from you and your learner(s)?

Defining evidence and collecting the evidence worked well. It helped me to know exactly what I would look for from each student in order to know that they were making progress. I used checklists in my observations instead of just writing notes. Defining the evidence helped tremendously with the lesson planning because as I planned each lesson I would scan the components then check the types of evidence to be sure that the evidence I intended to look for measured the component.

Did using the components of the Standard in planning and assessing learning change the process of planning, teaching, and evaluation? How?

In the planning of the lesson I spent a lot more time thinking about how the student looked before the lesson than I have before. I liked the step-by-step approach. It made planning and teaching the lesson much easier. It is like having a roadmap that shows you how to get to your destination. I did not have to hunt for ways to assess the skill. Using the components made it easy to see how the student was performing the step. I found it helpful to take the Standard page and place it in my planning book in front of my lessons and use the Standard page as a check when I was teaching and planning. I don't feel that adult educators usually plan at this depth or level and the components are a good guide to helping teachers plan activities that address the skills that adults have identified.

One piece of evidence Jane collected from a student:



What is the listening process?
The listening process starts out with receiving the words while you listen. understanding what you have received. Remembering what was said. Evaluating what we learn, and put it into my own words on paper. Responding to what I have to get a better understanding.

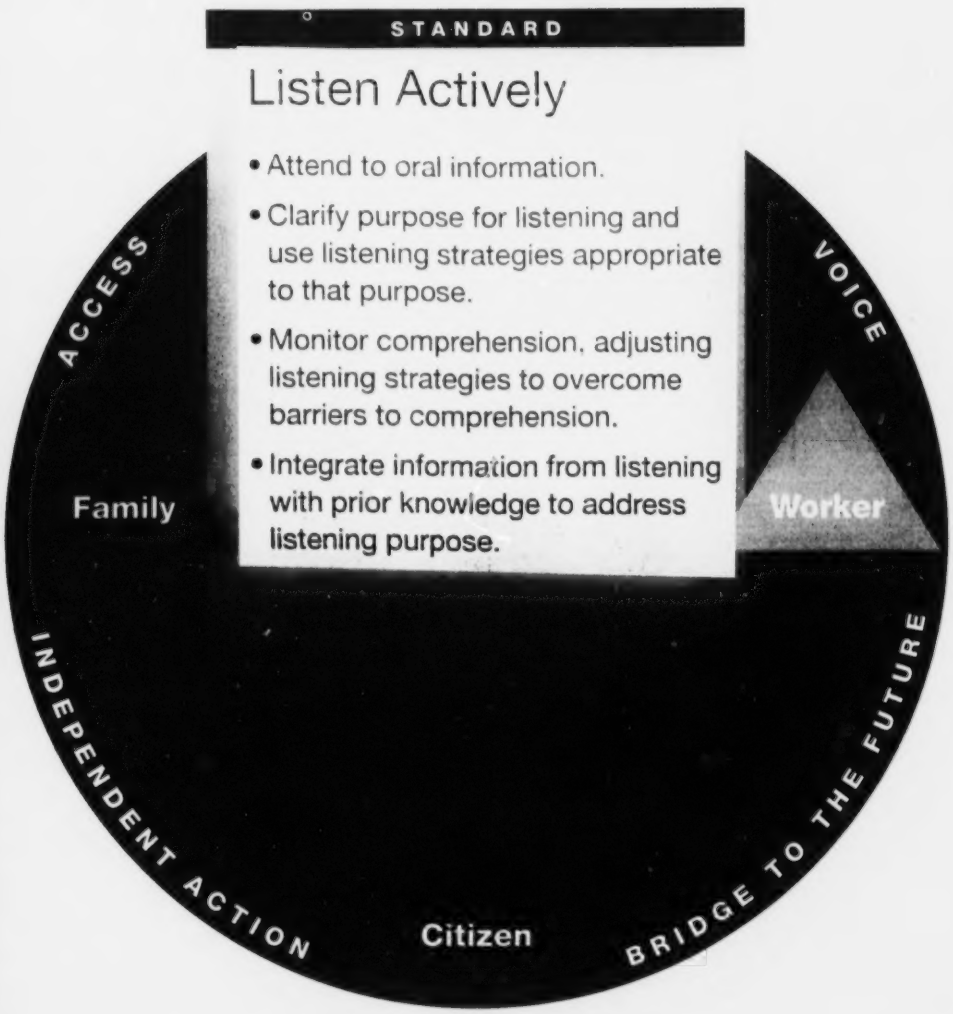
What listening strategies do you use when you talk with your daughter?
While talking with my daughter or son, FIRST I get eye contact with them, to let them know that I am serious. First I listen to what they say, and wait until there's an opening then I start to tell them as my twin, most of the time they want me to listen to what they say then what I say, so sometimes I think that they're not listening and it makes me mad. I have to work on their listening process with them.

What have you learned about the listening process?
Listening is a process I go through in order to become a good leader. I've learned a lot about listening. First I'll get eye contact with the person speaking to me. I allow the information I hear to process in to my mind, focusing on what they're saying while understanding it.
Then I'll respond to what they said at the same time remembering it and carefully evaluating what I heard and give my opinion.

BEST COPY AVAILABLE

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS
Listen Actively


STANDARD
Listen Actively
• Attend to oral information.
• Clarify purpose for listening and use listening strategies appropriate to that purpose.
• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
• Integrate information from listening with prior knowledge to address listening purpose.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
Citizen
BRIDGE TO THE FUTURE

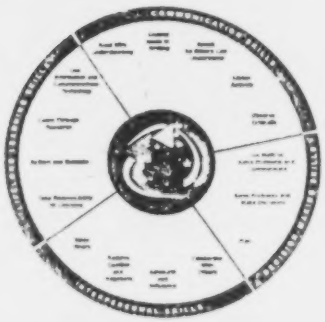
COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

BEST COPY AVAILABLE

COMMUNICATION SKILLS

Observe Critically



Reflections

"...while observation seems as simple and commonplace as dressing, eating, or driving a car, it is important to remember that...each of us interprets the world and responds to it according to our personal frame....

Many psychologists believe that professionals create frames for understanding within their chosen fields, just as individuals construct a frame for interpreting the events of daily life. Experts know what to look for and rapidly learn from what they see, and thereby rise to the top of their profession long before others who do not have a structure for sorting out the least relevant from the most relevant details. Sternberg (1995) believes that intelligent behavior may be marked more by the structure or frame one brings to a problem or task than by what one knows about the problem or task beforehand. Thus, developing a professional frame with which to evaluate and act on events is a critical skill for becoming an expert."[10]

—Gary D. Borich

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Karen Masada
The Reading Program
Santa Clara County Library
Milpitas, CA

What happened this week?

Today we watched a very good video that Ellen checked out for us on reading the newspaper. During one part of the video, the narrator showed how two very different articles could be written about the same event depending on the point of view and personal biases of the reporter. Without taking a closer look, both seemed to be reports that just contained the facts of the event. We stopped the tape in the middle and talked about what the true facts of the story were. After the narrator compared the two articles and explained the need to read critically, the learners were amazed at how much opinion was inserted into the article by subtle word choices and the omission of several facts that the alternative article highlighted. The video was a great tool to reinforce their understanding of reading/viewing things critically.

We talked about drawing conclusions based on reviewing multiple sources, personal knowledge, and reliance on trusted opinions of others. In terms of the media, one learner said that she used her critical thinking skills much more when reading articles in her native country, Iran. She said that she believed that you had to write more of the truth here before being published. I gave her some examples of far-fetched headlines in tabloids like the *Enquirer* and we discussed considering a source's reputation for accurate reporting as another means to help draw conclusions.

For a future class I'd like to get a video clip of some news event and show it to the class with the volume turned all the way down and then ask half the group to write about just the facts of what they witnessed and ask the other half of the group to write an interpretation of what they thought was occurring. We could make comparisons between groups or within groups. I think it would be an interesting follow-up lesson.

Anita Johndro
Atkinson Adult Learning, Atkinson, ME†
Employment preparation; Series of lessons

"This has been a valuable lesson for me as well as my students. We both came away from this experience this summer with new and valuable tools for ourselves. One student expressed the feeling that she will never view the news, television, listen to the radio, or look at a program the same way. She said once you talk about these things, you start to see where they relate in your life and you never see it the same way as you used to see it."

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

- Describing visual sources
- Looking at the source deeper
- Asking questions or applying knowledge of unseen
- Comparing that knowledge to what they already know
- Making an analysis of the information
- Reaching a conclusion

What evidence of student progress did you see and how did you document it?

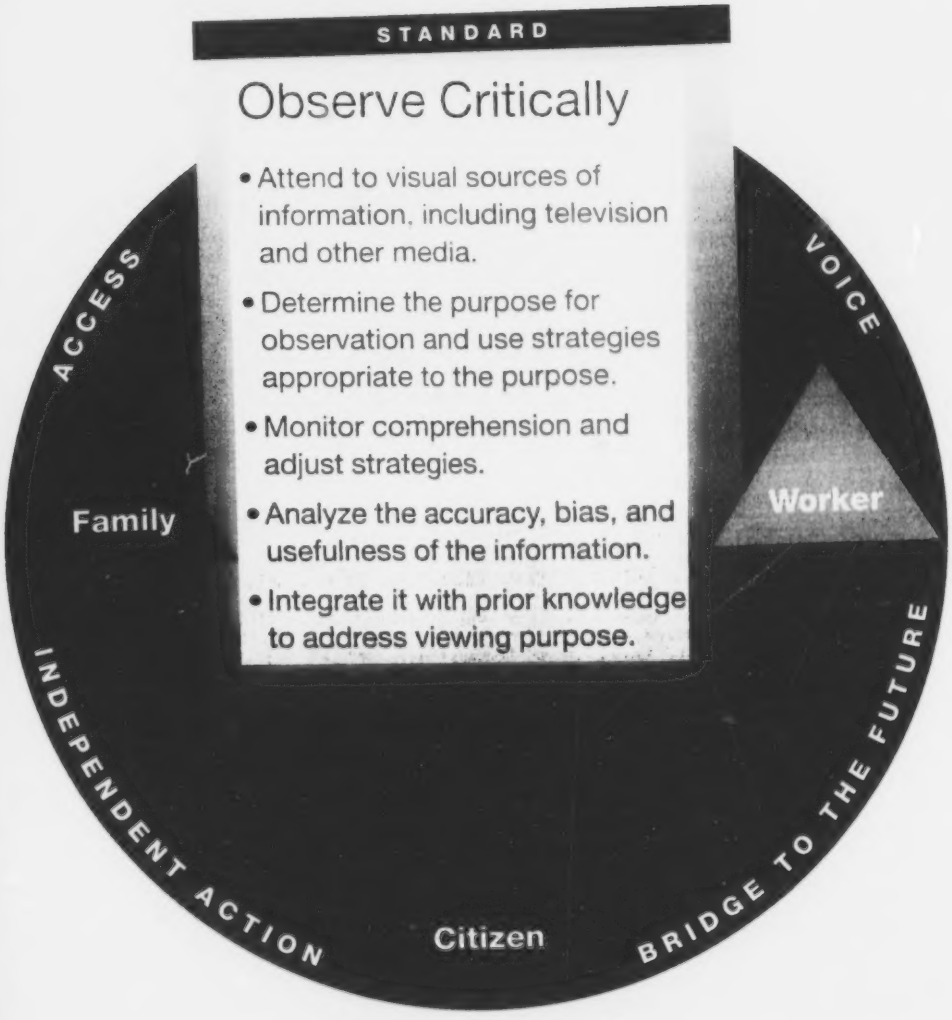
Students identified components of the visual source more thoroughly as we discussed the pieces in class.... The first time most of the students only looked at the visual source at face value. But all said that when they observed critically they compared, then evaluated, and lastly made some kind of decision. We looked at the sources and then compared them with prior knowledge they had. The last thing I asked them to do was to make an evaluation because that is what they told me they did. Once they were asked to make a comparison, some had difficulty so we asked these questions: *What appealed to you about the visual source? What did not appeal to you? Are there any underlying messages? What are the messages? To whom is the message directed? What age level? What are the consequences? Was the source successful in its appeal? Why?*

† From third round of field review, June—August, 1999

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS

Observe Critically


STANDARD
Observe Critically
• Attend to visual sources of information, including television and other media.
• Determine the purpose for observation and use strategies appropriate to the purpose.
• Monitor comprehension and adjust strategies.
• Analyze the accuracy, bias, and usefulness of the information.
• Integrate it with prior knowledge to address viewing purpose.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

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DECISION-MAKING SKILLS

Use Math to Solve Problems and Communicate

Reflections

"An outstanding feature of the current mathematics education scene is the rejection of the traditional curriculum and the methods of assessment associated with it. In the traditional view, the curriculum was fragmented into subject areas, such as geometry, arithmetic, algebra, and these subjects further fragmented into topics like notation, numeration, statistics, and so on. Assessment in this curriculum was concerned with the correctness of answers and procedures.... Wherever we look in western education systems, this rejection of the traditional paradigm has taken place. There has been a change in emphasis in the curriculum from product to process, from fragmentation and procedural knowledge to integration and problem solving. The basic aim is well formulated in the NCTM *Standards* (1989) by its concept of 'mathematical power'; the notion of empowering the students to be able to apply their mathematical knowledge, concepts, and abilities in problem solving, communication, and reasoning. In all cases, it has been realized that sustaining this new set of aims requires the use of new assessment techniques geared to the change in direction."[11]

—Kevin Collis and Thomas A. Romberg

Insights From Field Research: Using the Standard to Guide Teaching and Learning

J. Renee Thompson
Knox County Adult Literacy Program, Knoxville, TN

GED Level 2; Series of lessons on perimeter and area. The context was cleaning, painting, and furnishing new classrooms after a fire.

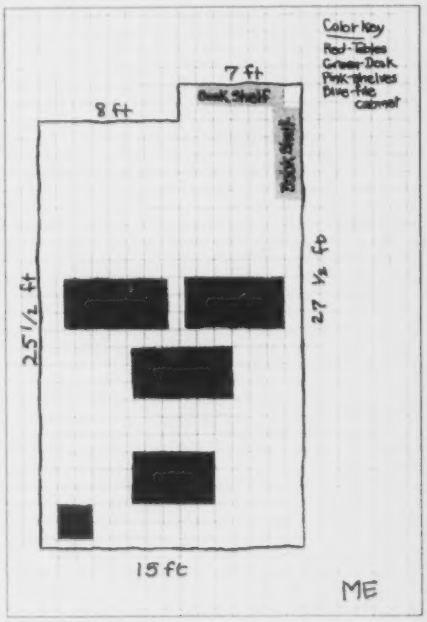
Describe what you know about the level of performance of your students.

- **Selects appropriate mathematical concepts and techniques and accurately applies them to the purpose and the problem:*** ME has never decorated, painted or cleaned a living or working place on her own. She knew the formulas for area and perimeter, but only in a math class context. AH told me while painting her mother's house she went and got paint about ten times in one day. She was very interested in finding a way to determine the amount of paint needed before starting. AM has decorated and painted her home many times. She judges how much paint she needs for a room by sight. She did not know the formulas for area and perimeter. She did not know that you can figure the amount of paint needed for a room mathematically. SJ has never planned out painting a room or using mathematical concepts to aid her in determining how much she would need to paint a room.
- **Organizes and communicates data in format appropriate to purpose and audience:*** ME has never made a scale model of anything. She had never used a tape measure or measured a room. AH knew nothing about scale models and drawings or how to go about designing them or for what purpose you would use them. She was very skeptical about being able to do a scale drawing. AM has not measured a room or used those measurements to make a scale drawing. SJ did not know what a scale drawing was or if she had ever seen one. She has never used a tape measure or measured anything larger than with a ruler. SJ was not sure if she could do this task.

* Wording changed as result of Standards review process.

What will you look for in order to know if your students are making progress toward meeting the Standard?

- **Selects appropriate mathematical concepts and techniques and accurately applies them to the purpose and problem:** ALL students will be able to determine whether they need to use the formulas for perimeter or area for the results they need to decorate a room. ALL students will be able to accurately measure a room for perimeter and/or area.
- **Organizes and communicates data in format appropriate to purpose and audience:** ALL students will be able to use the mathematical formulas for area and perimeter to draw a scale model of a room on graph paper. ALL students will be able to clearly and accurately explain how they used these math formulas to create the graphic description. ALL students will be able to use these mathematical concepts to give them results that will aid them in decorating or redecorating a room.



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In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

STANDARD

Use Math to Solve Problems and Communicate

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

DECISION-MAKING SKILLS

Use Math to Solve Problems and Communicate

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

DECISION-MAKING SKILLS

Solve Problems and Make Decisions

Reflections

"When we engage in task-oriented problem solving—how to do something or how to perform—we are engaged in instrumental learning. Reflection is involved when we look back on…assumptions guiding the problem-solving process to reassess the efficacy of the strategies and tactics used. We look back to check on whether we have identified all the relevant options for action, correctly assessed the consequences of alternative hunches or hypotheses, controlled the right variables, used the best methods of problem solving and used them correctly and carefully, made inferences warranted from the evidence and as free from bias as possible, generalized from a dependably representative sample, and correctly interpreted the feedback on actions taken.

We may also look to make sure that our actions have been consistent with our values, to see how well we are doing in relation to our goals, whether our attitude has been objective and our interpretations of the results convincing. This is how we reflect on the process by which we have learned meaning through instrumental problem solving."[12]

—Jack Mezirow

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Michelle Miller and Debbie Stowers
Canton City Schools ABLE, Canton, OH
ABE and GED; In-class activity and one-on-one tutoring

"We are generally pleased with our outcomes with this unit and with this activity. We feel the process of working through the problem was as important as or maybe more important than the final product in terms of student learning."

Describe what you know about the level of performance of your students.

- All students in this class have had some experience identifying problems. Unfortunately, most of the students have difficulty breaking a problem down into a clearly defined description.
- Most students in this class are able to identify major causes of a problem. However, they tend to overlook contributory causes or see just one reason rather than how a combination of factors can cause a problem.
- Few of the students in this class can come up with options for solving a problem. Often they feel too overwhelmed by the problem to feel that they even have options. They tend to be pessimistic about solutions.
- Very few of the students in this class are able to recognize strengths and weaknesses in a particular solution. That requires the ability to reflect on and anticipate outcomes and few of our students do that well.
- Few of the students in this class can select an option and put it into effect.
- None of the students in this class can establish benchmarks for evaluating a solution over time. Most are still learning what a benchmark is. Most of the students think of evaluation as just an opinion based on a feeling.

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

- Determine the problem by thinking about what needs to be changed, fixed or eliminated. Write the problem clearly on the problem-solving form.
- Recognize factors that affect the problem. Identify the major and minor or contributory causes of the problem. Write the causes on the problem-solving form.
- Generate options by participating in a suggestion circle or sharing with a trusted friend. Generate options by researching community and in-class resources (books, Internet, social service agencies, etc.). List options on the problem-solving form.
- Reflect on each option's application. Write each option's strengths on the problem-solving form. Write each option's weaknesses on the problem-solving form.
- Reflect on the strengths and weaknesses of each option. Select option with the best chance of problem-solving success. Write choice on the problem-solving form and implement the decision.
- Reflect on the possible outcomes. Determine ways to measure success (benchmarks). Determine reasonable points in time to expect successful results. Write at what points in time the outcome will be measured for success of the solution and what that measurement or benchmark will be.

What evidence of student progress did you see and how did you document it?

Each student did write out a problem, explain causes, come up with several solutions and evaluate the strengths and weaknesses of each solution. Some students established benchmarks for evaluating the success of the solution over a period of time. This completed form will go into the portfolio. We are hoping to do one or possibly two journal writings on the success of the solution in the near future. In addition we are hoping the students in this class will have a better understanding of problem solving and be able to accomplish the next problem-solving activity more independently.

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In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

DECISION-MAKING SKILLS

Solve Problems and Make Decisions

STANDARD

Solve Problems and Make Decisions

- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context, and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

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DECISION-MAKING SKILLS

Plan

Reflections

"Erasmus counted items again and again, comparing what was left against his lists. All his work and planning, and still he'd miscalculated. Already the candles were almost finished, as was the lamp oil. The coal was low enough that they had to ration it and could no longer keep the cabin so comfortably warm.

Dr. Boerhaave joined Erasmus in the storehouse one dark morning when he was counting the tinned soups for the third time. 'This isn't your fault,' he said.

Erasmus shook his head. 'Then whose fault is it? If I'd planned better....'

'Blame Commander Voorhees,' Dr. Boerhaave said. 'If he'd told us from the beginning we were going to winter up here...how could you know what to plan for, if he didn't tell you?'"[13]

—Andrea Barrett,
The Voyage of the Narwhal, 1855-1856

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Michele Miller and Debbie Stowers
Canton City Schools ABLE, Canton, OH
ABE and GED students; Work-Based Project

"This process required us to really break down everything we knew about planning into small pieces. This enabled us to help the students through the process better."

Describe what you know about the level of performance of your students.

- Most students, when they enter the program, have not had experience setting goals or their goals are very vague such as, "I would like to have a good job." A few students can set a goal but it isn't reachable or realistic. At the time we started this class project, all students had some experience talking about goals and setting at least one goal in the area of a skill they would like to work on in class. About half of the students in this class are able to identify a goal for a project and determine if it is feasible.
- Very few of the students in this class are able to organize activities or arrange activities in order of importance to accomplish a goal. In other activities the tendency is to just jump into a project without thinking about ordering tasks or what the end product should be like.
- None of the students in this class are able to establish benchmarks for monitoring a plan. Students would have difficulty understanding the vocabulary for this component.
- About half of the students in this class are able to carry out a plan. Maybe half of those would be able to make reasonable adjustments in a plan if there were problems. The students don't usually have the life experiences or self-confidence to make adjustments when there are roadblocks encountered. Very few are able to accurately document what has been done to carry out a plan.
- Very few of the students in this class are able to use benchmarks to reflect on and evaluate a plan. The vocabulary would be a stumbling block. Unless we are guiding the activity the students would not think to analyze by breaking it down and looking at parts. The tendency for most is to evaluate by generalizing and saying, "This was a good activity," or, "I liked this."

Did using the components in planning and assessing learning change the process of planning, teaching, and evaluation? How?

Yes, it caused us to look more closely at the skill of planning and break it down into parts or steps. It certainly made the planning and teaching of this skill more concrete with specific planning tasks to be done. We incorporated some vocabulary words we probably would not have presented had we not used the components. Using the components caused us to revisit the plan throughout the project to evaluate if we were meeting our benchmarks or if we needed to make adjustments.

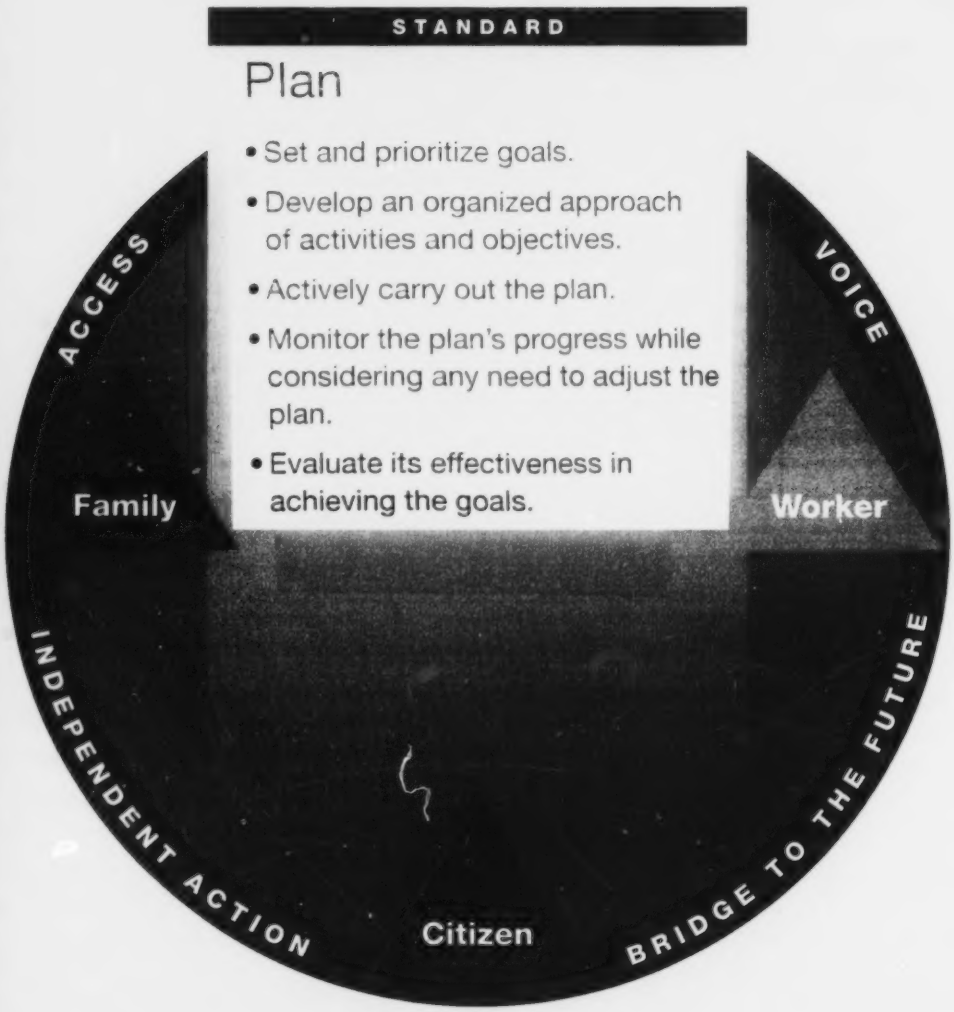
What are your general reflections on what you've been doing with EFF for this unit of study?

Using EFF in the work-based activity part of our program has allowed the students to feel like they are really learning something useful and gives those hours more of an academic feel which the students want. It is a wonderful framework for allowing us to integrate the ABLE work with the work-based activity.

* Wording changed as a result of Standards review process.

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

DECISION-MAKING SKILLS
Plan



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

INTERPERSONAL SKILLS

Cooperate With Others

Reflections

"E. L. Thorndike, an eminent psychologist who was also influential in popularizing the notion of IQ in the 1920s and 1930s, proposed in a *Harper's Magazine* article that one aspect of emotional intelligence, 'social intelligence'—the ability to understand others and act wisely in human relations—was itself an aspect of a person's IQ. When Robert Sternberg, another Yale psychologist, asked people to describe an 'intelligent person,' practical people skills were among the main traits listed. More systematic research by Sternberg led him back to Thorndike's conclusion: that social intelligence is both distinct from academic abilities and a key part of what makes people do well in the practicalities of life. Among the practical intelligences that are, for instance, so highly valued in the workplace is the kind of sensitivity that allows effective managers to pick up tacit messages."[14]

—Daniel Goleman

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Judy B. Wurtz
Sweetwater Union High School District, Division of Adult and Continuing Education, Chula Vista, CA
ESOL Level 2; Series of lessons focused on the skills necessary to work together.

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

- Students will be able to identify general factors that promote cooperation, such as "everyone participates."
- Students will be able to specify actions that contribute to those factors, such as "ask questions of quieter members."
- Students will be able to give specific examples of contributions of others.
- Students will be able to fill out a written form evaluating their own actions in seeking the opinions of others and expressing their own. They will evaluate the job performance of their team members and the level of cooperation of their teams as a whole.
- Individual performance within the group will improve as a result of the evaluations.
- Students will be able to identify and positively resolve any conflicts that may arise in their groups.

What evidence of student progress did you see and how did you document it?

Group self-evaluation forms and a form for peer evaluation. As the teacher, I evaluated the final product—the group's presentation to the class.

How did the process of defining evidence and collecting this evidence work for you? How did it require new or different methods of thinking and observation from you and your learner(s)?

It was challenging to think of ways that I could document whether or not my students were cooperating with each other. It forced me to think of ways to word the evaluation forms that would get students beyond their usual comments of "everything was good." I tried to get very specific with the evaluation forms but was still not satisfied with the results. I also need to find a way to document the changes that take place in the group dynamics over time—perhaps a separate evaluation for every time they get into groups.

Student Self-Evaluation Form

Rate Your Teamwork

NAME CRISTALINA ISABEL DATE Feb/9/99
ACTIVITY COOPERATION
GROUP MEMBERS Happy Faces

How did I do as a member of the group?	OFTEN	SOMETIMES	NEVER
1. I checked to make sure everyone understood what I did or said.	✓		
2. I answered any questions that were asked.	✓		
3. I explained things whenever I could.		✓	
4. I asked specific questions about what I didn't understand.		✓	
5. When I had a problem or didn't understand, I got extra practice or help.	✓		
6. I listened to the other members in the group.	✓		
7. I paraphrased what others said to be sure I understood what they said and their point of view.	✓		

How can I be more helpful in the future? I will tried talk less

HOW DID YOUR TEAM DO?

	1	3	5
1. Effective use of time	Wasted time	Usually on track	Efficient
2. Productivity	Wasted time	Usually on track	Efficient
3. Decision making	Wasted time	Usually on track	Efficient
4 Inglish speaking	5%①	20%③	50%⑤

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In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

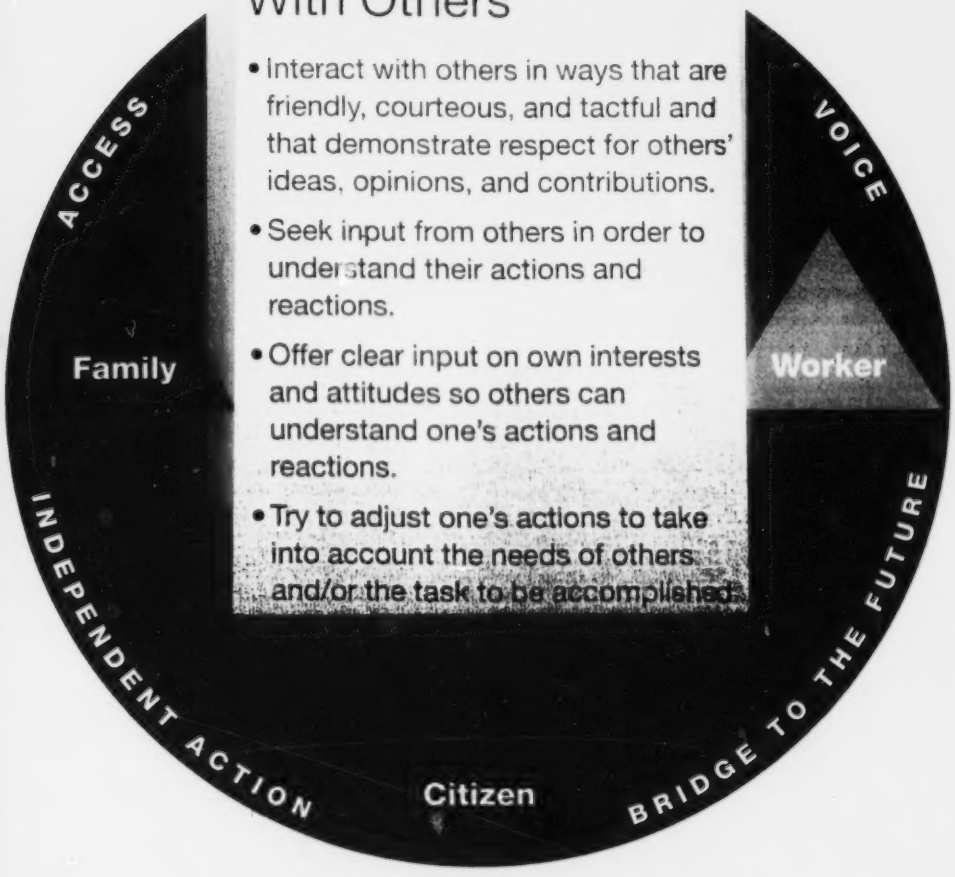
INTERPERSONAL SKILLS

Cooperate With Others

STANDARD

Cooperate With Others

- Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
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INTERPERSONAL SKILLS

Advocate and Influence

Reflections

"Where every man is a sharer in the direction of his ward-republic, or of some of the higher ones, and feels that he is participator in the government of affairs, not merely at an election one day in the year, but every day...he will let the heart be torn out of his body sooner than his power be wrested from him by a Caesar or a Bonaparte."[15]

—Thomas Jefferson

"I realize that my vote is my voice in my community. As a citizen, it is my responsibility to exercise that right. I understand that I can make a difference in my community by getting involved in what is happening. I can participate in the neighborhood block watch. I can volunteer in the school systems, serve lunches or help in the classrooms...I've experienced a lot through the years and I should let my voice be heard."[16]

—Deborah Johnson

Insights From Field Research: Using the Standard to Guide Teaching and Learning†

Cindy Sloneker
Mt. Diablo Adult Education, Concord, CA
ESOL; In-class activity

What are the student needs or goals that you hope to address:

- To help students realize the value of being an "active" community participant.
- To help students feel comfortable and confident participating in democracy through letter writing.

Look back at your original plan for this activity. Describe what actually happened and how learners responded and participated.

We wrote letters to a newspaper. The newspaper wanted to know how adults learned English; it's doing a feature article on this because of discussions to eliminate bilingual education in California Schools.

The students were comfortable and eager to write these letters. Their body language revealed their comfort level: people were smiling and animated during the small group discussions. They showed interest in the others in their groups as they shared their experiences. They were ready to share their findings with the rest of the class when we went to the whole-class discussion.

During the writing process, they knew how to get started; I didn't have to prod or make suggestions as to how they could begin writing.... I was a little surprised by their willingness to participate. They were not intimidated by the idea of having their ideas and writings published in the newspaper. The activity went more smoothly than I anticipated.

Student Response Form

Teacher/Tutor Name: Cindy Sloneker
Date: 3/27/98
Learning Activity: Writing letter to editor of newspaper

1. What I learned:

1. Other students learned English in a similar way that I did—that's comforting.
2. It's fun to let native speakers understand how people learn English.
3. It's important for everyone to understand there are many different ways to learn a second language—not just one way.
4. Our ideas about learning English are valuable and important to the voters and educators of the USA.

2. How I could use what I learned outside the classroom.

1. We should express our ideas to others by speaking out to community leaders, educators, and elected officials.
2. I will read about this issue as I can be better informed.
3. I can help the rest of my family learn English by using some of the suggestions made by classmates.
4. I can write, with confidence, a letter to the editor again sometime.

For each Standard that was central to this activity describe as specifically as you can what evidence you saw/heard/collected that students could use this skill:

The Standards were Advocate & Influence and Convey Ideas in Writing

The evidence was:

- The students expressed their ideas in appropriate language, and these ideas were well organized.
- They listened to others' contributions, and added their ideas.
- They wrote their stories in appropriate language, in a clear, understandable way.

If you have named a product as part of your evidence, please describe what about the product shows evidence of effective skill use:

- Stories to editor were clearly written. The stories gave precise examples of how they have learned English: by watching cartoons, talking to native speakers, reading the newspaper, writing new words in a notebook and reviewing these words.
- The letters were succinctly written, requiring little editing.
- The letters were written in appropriate style, tone, readability level for a newspaper audience.
- The students supported one another during the small group discussion by volunteering information, by listening actively to the others.
- They evaluated what the others said, and added their own experiences to support information the others noted.
- They laughed and showed animation in the discussion, revealing their engagement.

† This data is from the first round of field review of the Standards, conducted from December 1997-May 1998.

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In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

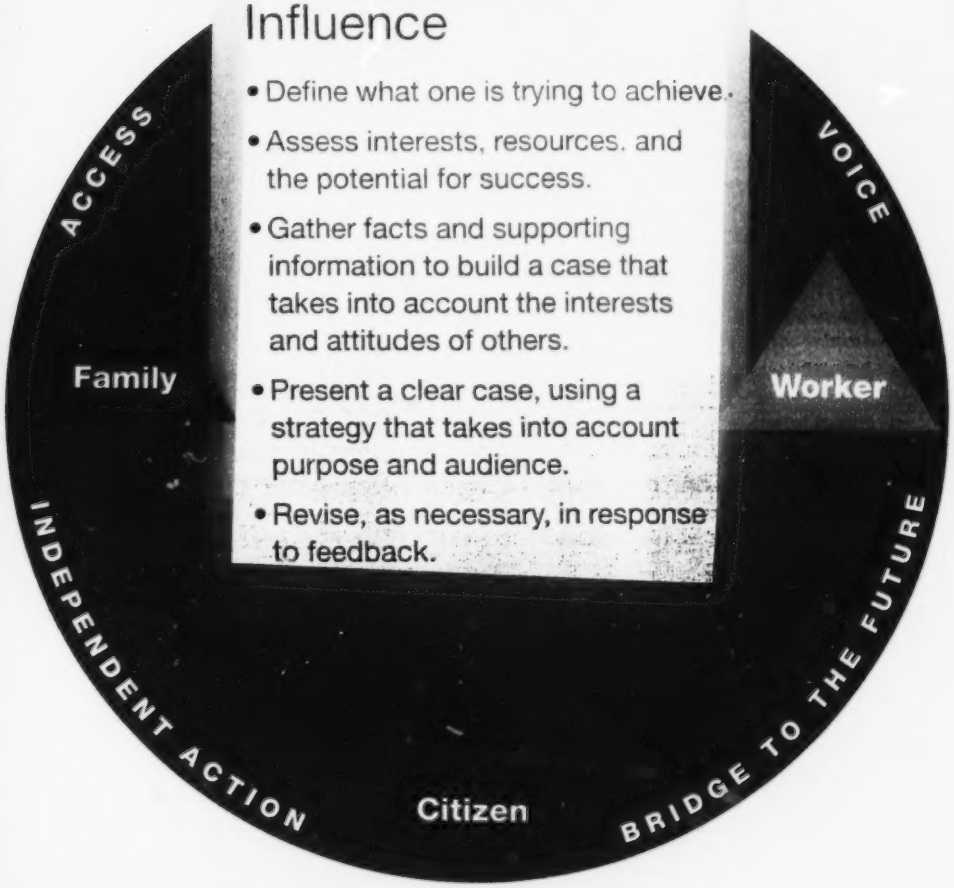
INTERPERSONAL SKILLS

Advocate and Influence

STANDARD

Advocate and Influence

- Define what one is trying to achieve.
- Assess interests, resources, and the potential for success.
- Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.
- Present a clear case, using a strategy that takes into account purpose and audience.
- Revise, as necessary, in response to feedback.



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

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INTERPERSONAL SKILLS

Resolve Conflict and Negotiate

Reflections

"Conflict has an emotional cost that remains after the battle is over. Win or lose, the scars may be with you for the rest of your life. People spend their lives focusing on the promotion they 'lost,' the business they 'lost,' the divorce they 'lost,' the project they 'lost.' This tunnel vision keeps them gripped, locked in their own anger.... The small battles between partners, parents and children, employees and bosses take a significant toll.

Productivity and satisfaction, in business and personal relationships, come from our ability to collaborate with others. When you are resolved, you can fully focus on the tasks at hand. Your efforts are undiluted. Unresolved conflict, on the other hand, is an impediment to productivity and to satisfying, functional relationships. In today's world of 'knowledge work,' focus and creativity are essential. It's impossible to be fully productive when you are angry. That's why getting resolved about the situation that's sapping your strength and attention is very important."[17]

—Stewart Levine

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Michelle Thibaudeau-Johnson
Sumner Adult Education, East Sullivan, ME
ABE Level 2; One-on-one tutoring, series of lessons

Describe what took place during the learning experience.

This is the first series of lessons in which I had a student review the family learning plan to identify her actual interests. From there we collaborated about what generative skills she would need to be able to meet those interests. When she prioritized them *Resolve Conflict and Negotiate* was first. I had her read the Standard and asked her if she felt comfortable with it and understood it. She was clear on the first and second components of the Standard, but not on 3, 4, and 5. I thought it was interesting that her understanding seemed limited to the components she could already do and that her comprehension broke down at #3, the component she has yet to learn.

How was learner performance different or similar to what you anticipated in planning for the activity?

I didn't expect that the student's life situations would so easily determine what generative skill we should be working on. It was absolutely clear that skills related to resolving conflict would be necessary, not only to deal with the current conflicts but to in fact meet her goals related to setting priorities. Setting priorities and balancing one's own role is more often than not about dealing with conflicts. The learner's performance worked out pretty much as I had anticipated it would. She stated the conflict, i.e., her daughter keeps turning on the television during nap time and that is unacceptable to the learner, identified who wanted what (daughter doesn't want to take a nap; learner wants daughter to take a nap) and why (daughter doesn't think she needs or wants a nap because she is too old; learner thinks daughter needs a nap to help her be in a better mood when her brother comes home after school) but then needed guidance to move beyond that point.

What evidence of student progress did you see and how did you document it?

The student actually wrote out the verbal information she provided during our discussion. By writing it out her thinking became clearer...the writing seemed to guide her through a step-by-step process of moving through the conflict. New to her was the idea of determining minimum expectations/requirements/behavior she would accept from the other party. We had a discussion and she determined the least she would accept was for her daughter to lay down quietly and at least rest. After discussing how that "could" look, she went on to list options for dealing with the child if she was uncooperative with the minimum expectations.

How did the process of defining evidence and collecting this evidence work for you? How did it require new or different methods of thinking and observation from you and your learner(s)?

As the learner and I reviewed the components of performance and types of evidence information, I think she was challenged to think in a more evaluative manner than usual. She read and questioned what it meant because it was actually related to something that she would be doing. I did enjoy working with the student in this way. It felt like more of a team effort in learning.

Did using the components in planning and assessing learning change the process of planning, teaching, and evaluation? How?

It brought my student to a different level than usual. I think somehow it allowed her to feel a sense of confidence and self-belief that I sought her input in planning our time together. I realized that the forms I made can actually work for planning and documentation.

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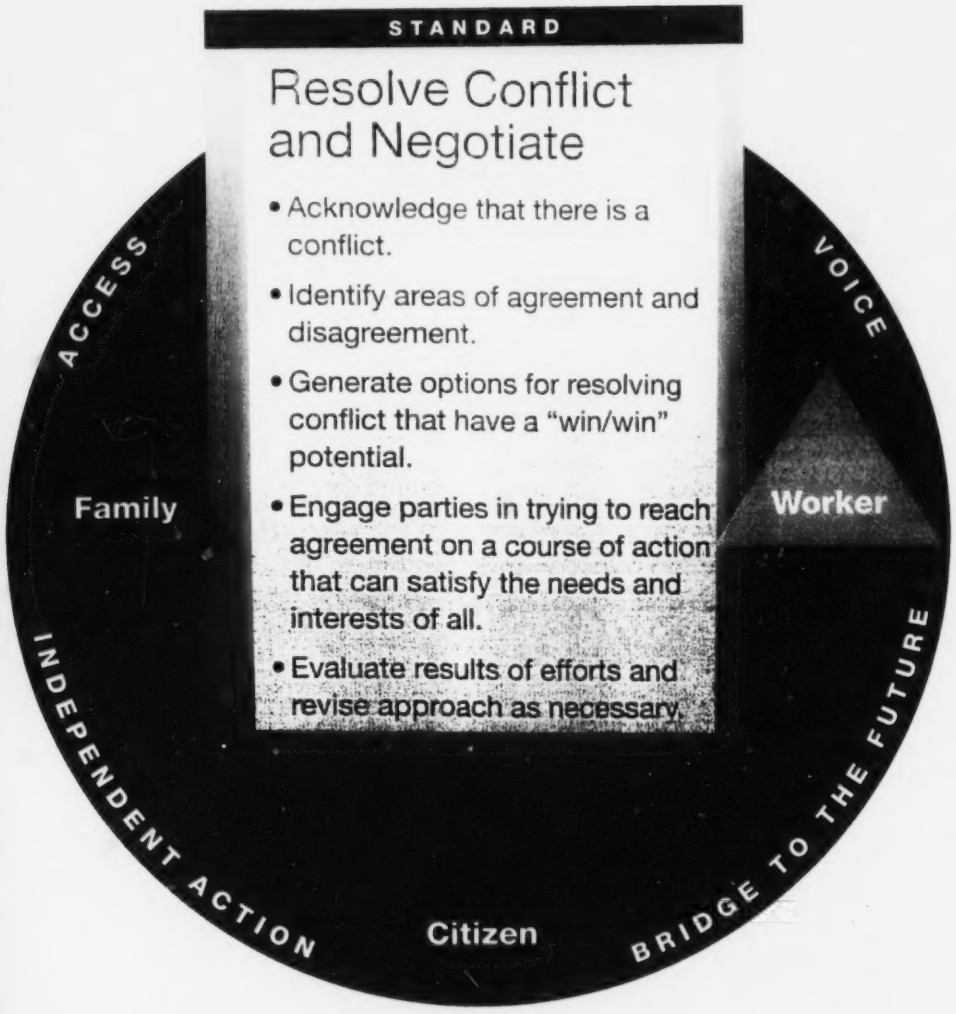
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

INTERPERSONAL SKILLS

Resolve Conflict and Negotiate


STANDARD
Resolve Conflict and Negotiate
• Acknowledge that there is a conflict.
• Identify areas of agreement and disagreement.
• Generate options for resolving conflict that have a "win/win" potential.
• Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.
• Evaluate results of efforts and revise approach as necessary.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
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- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

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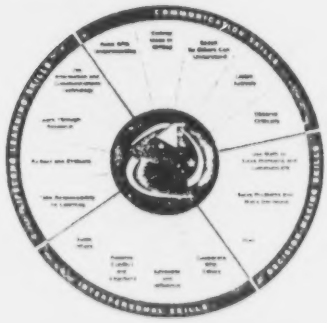
INTERPERSONAL SKILLS

Guide Others



Reflections

"Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way."[18]

—Laurent A. Daloz

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Judy B. Wurtz
Sweetwater Union High School District, Division of Adult and Continuing Education, Chula Vista, CA†
ESOL Level 2; Series of lessons, small group activity

"As I think about what we did and how much more focused the students were in their groups, it seems that the English almost takes care of itself. Students will automatically do better on the CASAS standardized tests because they are listening to and using more English in the classroom. I think that next semester I will begin with the Standard 'Guide Others' in order to help solve the problem of unfocused groups and using too much Spanish in their groups."

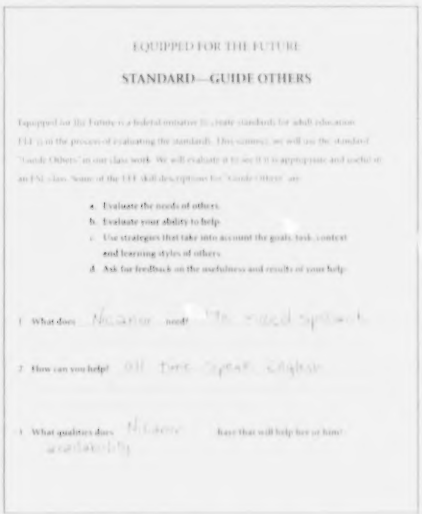
What are the steps you will look for in order to know if your students are making progress towards meeting the Standard?

- Students will ask what other students need.
- Students will listen with attention before responding or offering any guidance.
- Students will be able to restate the expressed need accurately.
- From a list of suggested activities, students will be able to choose one that meets the needs of the person they are guiding.
- Some students will be able to create their own activity/strategy for guiding.
- Students will ask each other if their guidance was helpful and how or how it was not.

What evidence of student progress did you see and how did you document it?

Students were more focused in the guidance they offered and in the activities they chose for their group. Students were aware of the needs that different activities addressed. Those students who felt they would not be able to offer any guidance were able to help each other. Some students who were very skeptical of gaining any benefit from other members of the group (as opposed to help from the teacher) said they learned from other group members. Students answered the final questions on their STANDARD—GUIDE OTHERS handout.

† From third round of field review, July–August 1999



EQUIPPED FOR THE FUTURE

STANDARD—GUIDE OTHERS

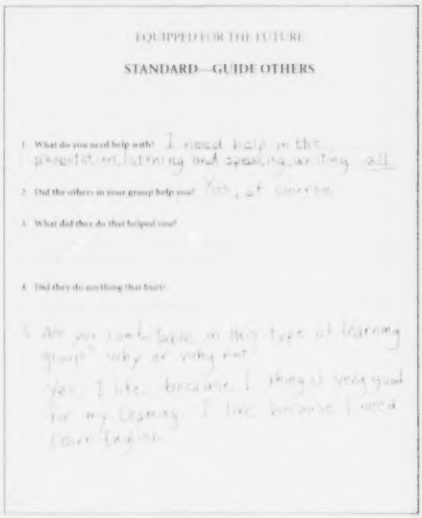
Equipped for the Future is a federal initiative to create standards for adult education. ELC is in the process of evaluating the standards. This semester, we will use the standard "Guide Others" in our class work. We will evaluate it to see if it is appropriate and useful in an ESL class. Some of the EFF skill descriptors for "Guide Others" are:

a. Evaluate the needs of others.
b. Evaluate your ability to help.
c. Use strategies that take into account the goals, task, context and learning styles of others.
d. Ask for feedback on the usefulness and results of your help.

1. What does Nicanor need? He need speak

2. How can you help? all time speak English

3. What qualities does Nicanor have that will help her or him? availability



EQUIPPED FOR THE FUTURE

STANDARD—GUIDE OTHERS

1. What do you need help with? I need help in the pronunciation, listening and speaking, writing all

2. Did the others in your group help you? Yes, of course.

3. What did they do that helped you?

4. Did they do anything that hurt?

5. Are you comfortable in this type of learning group? Why or why not?
Yes I like because I think it very good for my learning I like because I need learn English

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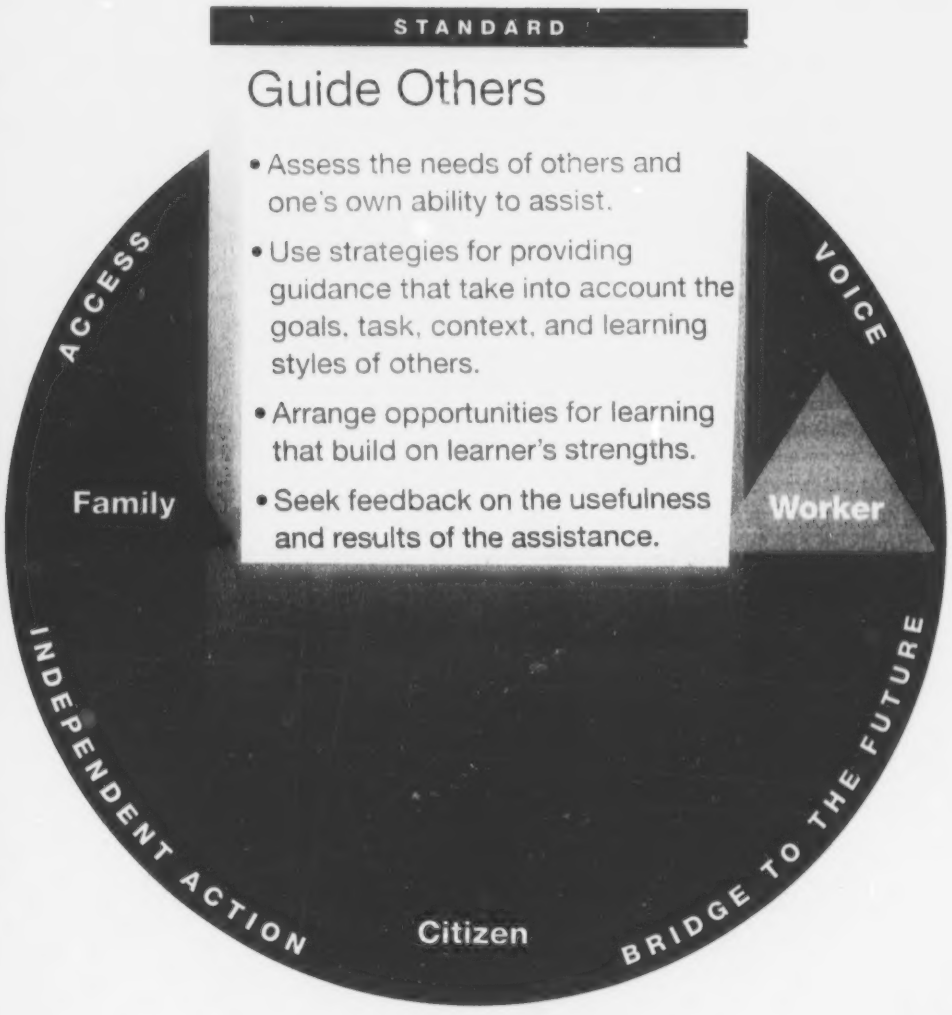
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

INTERPERSONAL SKILLS
Guide Others

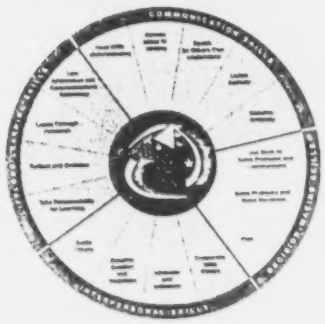

STANDARD
Guide Others
• Assess the needs of others and one's own ability to assist.
• Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.
• Arrange opportunities for learning that build on learner's strengths.
• Seek feedback on the usefulness and results of the assistance.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

LIFELONG LEARNING SKILLS

Take Responsibility for Learning



Reflections

"Changes in the economy imply the necessity of knowing how to learn—in other words, how to organize social and technological resources to transform what is unfamiliar into the mastered, a process that requires knowing how to identify the limits of one's own knowledge, how to ask germane questions, how to penetrate poor documentation, and how to identify sources of information."[19]

—Sue E. Berryman

"Studying and learning strategies are always goal-oriented. They are intentionally invoked, which implies at least some level of conscious thought as well as active selection. This also means they are available for conscious reflection and description. Third, studying and learning strategies are effortful; they require time and often involve using multiple steps. Finally, they are not universally applicable. One's goals, the context, and the task conditions all interact to determine appropriate strategies to use."[20]

—Claire E. Weinstein and Debra K. Meyer

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Jennifer Ladd
Atkinson Adult Learning, Atkinson, ME†
Welfare-to-Work, Multi-level;
Community and workplace activities

What components of the Standards will you work with?

- Establish learning goals that are based on an understanding of one's own current and future learning needs.
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning.
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.

What steps will you look for in order to know if your students are making progress toward meeting the Standard?

- The learning goals they set will be self-monitored each week.
- Goal progress will be talked about with either myself or in their groupings.
- Alternative resources and strategies will be openly discussed and learners will guide learners.
- Goal setting will be constant—when one goal is reached it will be openly celebrated and supported and the next steps identified by the learner.

How did the evidence relate to these steps?

- Level 3 learners took the time to reflect on their goal progress and how it related to their future plans (in most cases September being the future).
- Personal progress on goals was not a huge topic, but group goals were. If the group had an intense week of work coming up, then they prepared themselves by setting up goal plans to accomplish the task. This worked really well in all of the team/groups. I don't recall being explicitly depended upon to be a resource but more to help guide their planning process. In most cases, learners looked to their site supervisors for information and guidance, which I felt was totally appropriate, and encouraged.
- Learners guiding other learners and discussing alternative resources happened better than I had originally hoped. Learners were great mentors to other learners and in most cases they asked what I thought before doling out the guidance, which in a couple of personal situations was appropriate. Learners really took from their own base of knowledge/experience and drew upon that to guide others. We talked of the importance of every learner having a different experience, but that any information was valuable.
- Constant goal setting wasn't as readily accomplished as I'd hoped. It is taking more time and guidance than I originally planned. Consistency, though, seems to be the key to accomplishing this. For those learners who continue, having a consistent, every day interaction with me at first and with other teachers, will reinforce the concept of automatic goal setting and transferring of skills learned as well as skills to be gained.

How did the process of defining evidence and collecting this evidence work for you? How did it require new or different methods of thinking and observation from you and your learner(s)?

I had to be much more keenly aware of where my learners began and then where they are now. I felt much more in touch with what my learners needed (time to reflect or for the peer leadership that occurred) and felt more like it was a respected classroom. I've always been unsure of what student-centered is, and then this summer's group really showed me how the balance needs to happen between teacher and learner. This process also has made me understand how important it is to know where the learner begins through observation, or through learner assessment. It was worth the time for me to spend three days of orientation with the learners before we began our summer program. It also allowed the learners to get to know me and find where our level of trust would be.

†From third round of field review, June–August 1999

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In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

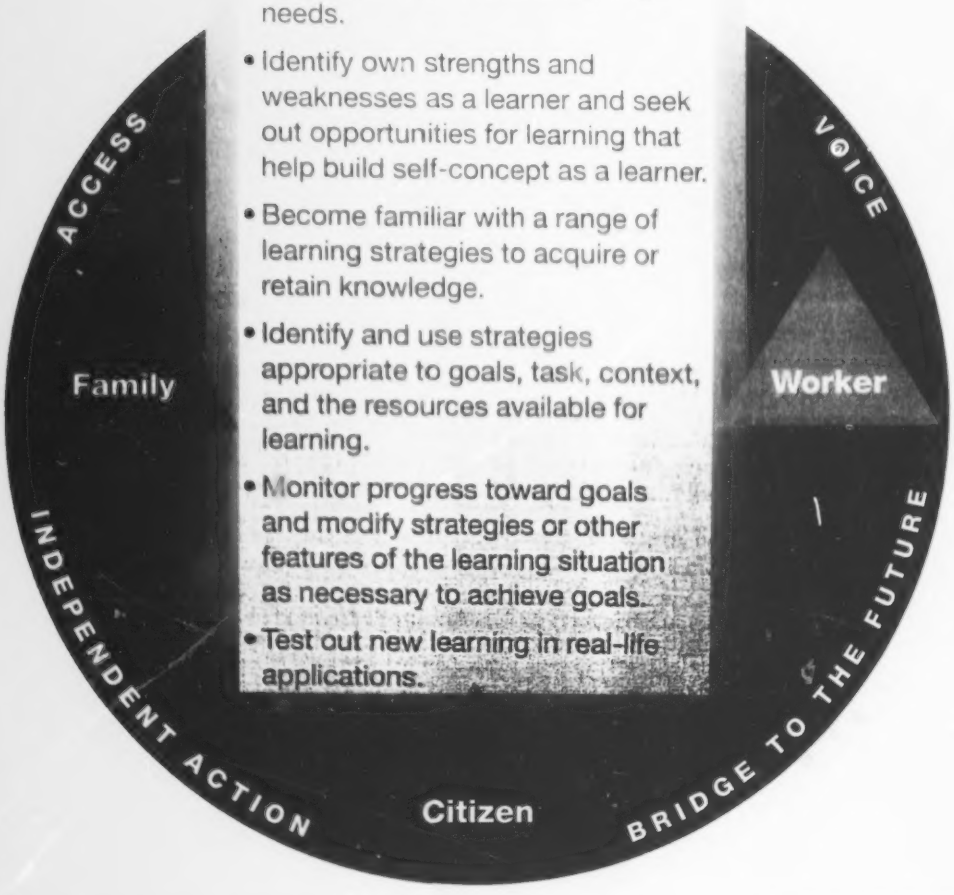
LIFELONG LEARNING SKILLS

Take Responsibility for Learning

STANDARD

Take Responsibility for Learning

- Establish learning goals that are based on an understanding of one's own current and future learning needs.
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.
- Become familiar with a range of learning strategies to acquire or retain knowledge.
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning.
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.
- Test out new learning in real-life applications.



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

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LIFELONG LEARNING SKILLS

Reflect and Evaluate

Reflections

"Part of the perceived need to teach thinking skills has come from a growing awareness that society has changed, and skills appropriate a generation ago may no longer prepare students for the world beyond school. The rate of change within society is accelerating so rapidly that it is difficult to assess what factual knowledge will be needed in the future, and this means that schools should be less focused on imparting information than on teaching students to learn and to think for themselves. Students faced with a future in an unpredictable world will need to gain the skills that will give them the greatest control over their lives and learning, and for this they will need to think critically and creatively at the highest possible levels, and to develop an awareness of global issues and problems."[21]

—Robert Fisher

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Judy B. Wurtz
Sweetwater Union High School District, Division of Adult and Continuing Education, Chula Vista, CA

ESOL Level 2; In-class activity that uses the Standard to transform a required reporting exercise into a learning experience

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

1. Students will read and understand "learner results" as listed on the CASAS TOPS (tracking of programs and students) update record.
2. Students will ask questions about the "learner results."
3. Students will ask for clarification of the teacher's expectations.
4. Second semester students will be able to identify areas in which they have made progress (or goals met) since they began to study.
5. Students will be able to explain their choices either orally or in writing.

Describe what took place during the learning experience.

As a whole class, students filled out most sections of the TOPS entry and update records. We then looked at the "learner results" section briefly. Students put the forms into their folders and I passed out enlarged copies of the goals and achievements listed in the "learner results" section of the TOPS form. We discussed and explained each one, using Spanish when necessary. I then told the class that I wanted them to look over the lists and check any goals they felt they had achieved, even if they had only been in the program for a short time. Teachers are being required to do this as part of our accountability reports to the state.

Students checked all of the goals or results that they felt were appropriate, chose one which they either considered to be a greater goal or an area of greater success and wrote a few sentences about why they chose it.

Sentences were very short but their expression of their goals or achievements was poignant.

How was learner performance different or similar to what you anticipated in planning for the activity?

As expected, students had difficulty understanding the instructions but were persistent in their attempts to do so. Their questions "Why are we doing this?," "What's the point?," "Why don't the newer students think more in terms of the future instead of trying to reflect on too short a past as an ESL student?," "Give us examples," were more probing than I had expected. Students became more aware of their goals and are making specific requests about the direction of the class and what they feel they need to study.

What evidence of student progress did you see and how did you document it?

Students moved through the following stages:

a. Confusion
b. General questions
c. Specific, clarifying questions
d. Make choices
e. Write a short explanation of one of their choices (documentation)
f. Fill out the TOPS update record (documentation)

Look at the steps you identified for making progress. How does the evidence relate to these steps?

I was only able to document steps 4 and 5 but we have filled out the TOPS forms in the past and, for the first time, I feel that the students truly reflected on the positive results of their learning. The students were able to check specific things with knowledge and confidence because of the process we went through. None of the students asked me "Should I check this one?," a question not uncommonly asked in past semesters.

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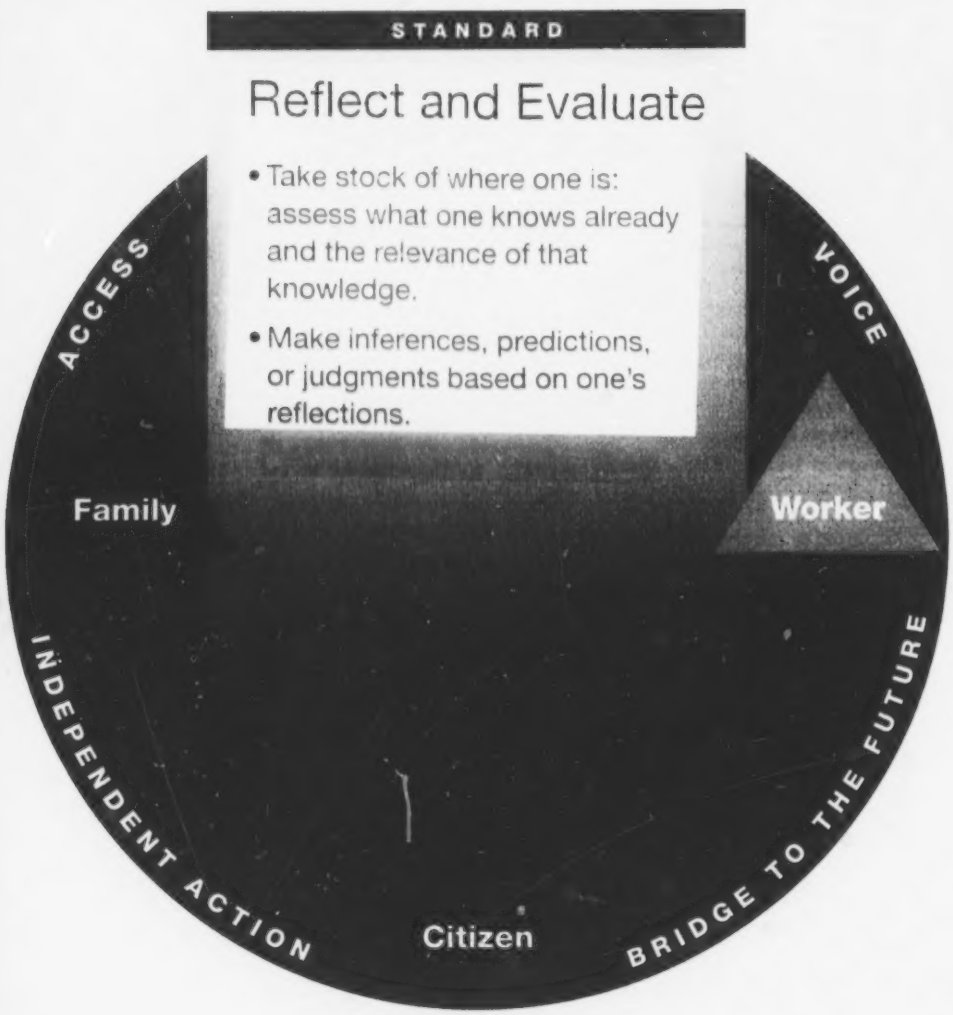
LIFELONG LEARNING SKILLS
Reflect and Evaluate



COMMON ACTIVITIES

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- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

LIFELONG LEARNING SKILLS

Learn Through Research

Reflections

"Our research tackled new and complex issues, and we were committed to a methodology embracing both observations in the field and observations made in interview and quasi-experimental situations. Few studies make the attempt to combine naturalistic and controlled observations, much less undertake to compare and contrast the generalizations each class of observations yields. Moreover, because our questions were novel and our theoretical framework outside the mainstream of cognitive psychology and anthropology, tasks of data analysis were far from routine. We had to invent all of our analytic schemes—just as we had to invent many of our cognitive tasks—and we had to refine and test these schemes recursively against the data."[22]

—Sylvia Scribner and Patricia Sachs

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Glenda Shumate
Wilkes Community College, Wilkesboro, NC
ABE Adult High School curriculum;
Individual activity, independent study

Describe what you know about the level of performance of your students.

- **Pose a question:** One has already completed a research paper and has an idea of how to begin but three students have little experience identifying the question or assumption in a research situation where they are seeking their own answers. Their past experiences have been directed toward identifying the specific answer to a specific question as identified by a lecturer or an assigned text. Hypothesis is a new word for the three of them.
- **Use multiple lines of inquiry:** All four have used a research strategy before but not to the extent they will to complete their projects in the U.S. History course. In the past, they were able to skim their textbook to find a pat answer. In their projects they may have to research several materials to arrive at an opinion and facts to support their opinions. This will be new to three of the four.
- **Organize, elaborate, analyze, and interpret findings:** All have good critical reading/viewing skills. One has excellent skills but lacks the self-confidence to employ them to the fullest. Two are more confident that they understand what's being asked of them but their skills are at a beginning level. The fourth is not as confident but has above beginning skills since she has completed a short research paper before coming to this course.One is much more aware of the big picture and is able to integrate info more easily than the three who are younger, less mature, and less experienced with research projects.

What are the steps you will look for in order to know if your students are making progress toward meeting the standard?

- Questions about the process and what I'm looking for in the answers should become fewer as the students progress. Students' questions should become more specific to the area they are researching.
- Students will be better able to discover where to search for resources and be increasingly able to find them without my help. Based on their experiences, the students will develop an internal list of sources and ratings for those sources as to which is most likely or least likely to be of help in locating specific facts needed.
- Students will develop a knowledge base of non-book sources (librarians, historians, witnesses, PBS, Internet, etc.) who might be of help and develop an awareness of how to best use each.
- Students' answers or presentations should grow increasingly topic specific and contain less superfluous info as they progress.
- Students' answers/presentations on opinion topics should include supporting statements that are specific and that demonstrate the depth of their research as well as depth of thought. Students' answers/presentations should be organized to demonstrate a logical progression of thought from the questions needing to be answered through the research that was done to the conclusion reached.

How was learner performance different or similar to what you anticipated in planning for the activity?

So far, learner experience has been what I hoped for but did not expect. One found that the Research standard really applied to her life because she had problems making decisions and sticking with them. She said that the components of performance and types of evidence "help me work through things in an order, to decide and to have reasons to stick to the decision." Another said that she'd "found out interesting things that would've never been in a regular textbook."

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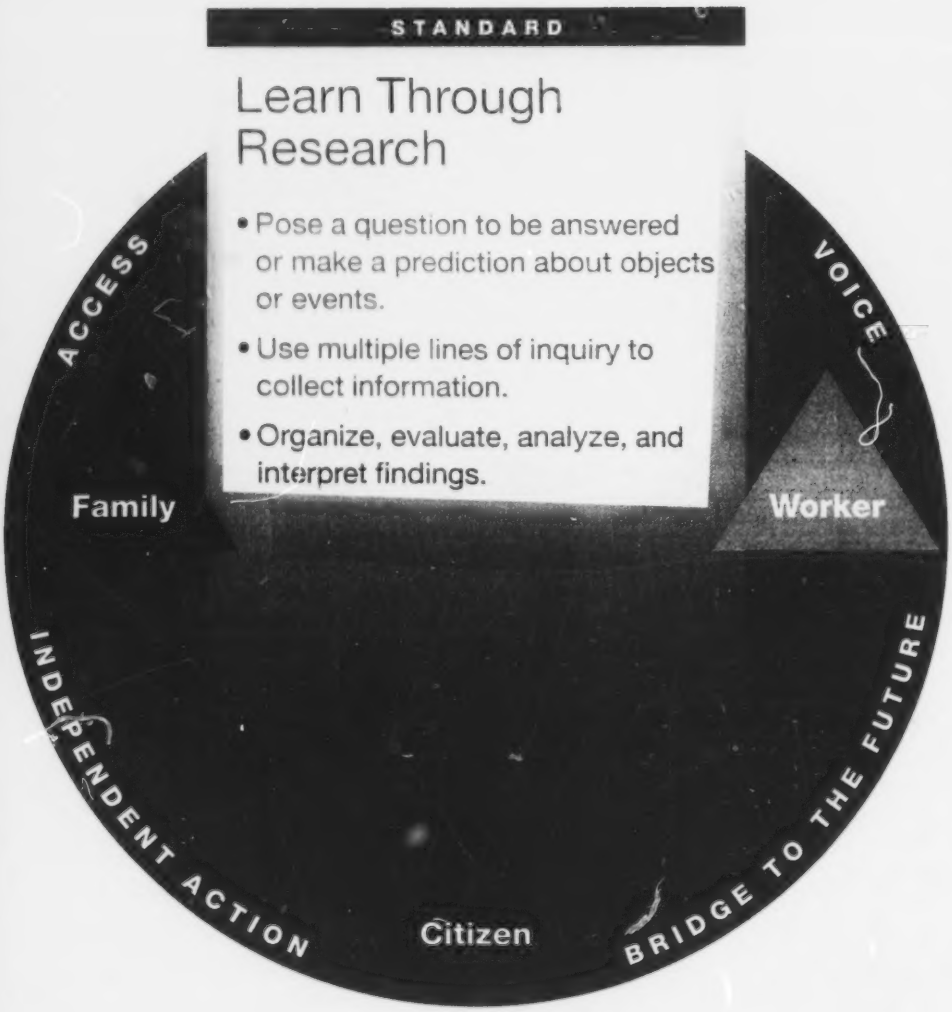
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

LIFELONG LEARNING SKILLS

Learn Through Research



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
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- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

LIFELONG LEARNING SKILLS

Use Information and Communications Technology

Reflections

"New communications technology has drawn citizens of all societies into closer proximity with each other. Through satellite and cable technology, many of us are regularly in contact with people in countries other than our own. Wars in distant lands...impact on both our economic and our personal relations. To be a valuable member of our society a person not only has to become aware of the role the United States plays on the world stage...but also has to assess the impact of modern technologies on those roles."[23]

—*Joan Burstyn*

Insights From Field Research: Using the Standard to Guide Teaching and Learning

Anson Green
Northwest Vista College, San Antonio, TX†
Employment preparation, Adult Secondary Education (ASE); In-class and workplace activity

What are the steps you will look for in order to know if your students are making progress toward meeting the Standard?

- Students will see technology as a viable alternative to gather information or create, manage, and store information meaningful to their life or needs for work.
- Students will choose the technological tool/software appropriate for the task. They will choose multiple tools for tasks and choose which one performs the needed feature; realize the limitation of tools/software, and seek to use appropriate tools/software that picks up where one leaves off (multi-tasking); and understand problems of compatibility and will learn to control and work through them.
- Students will perform the task at hand, using what they know but may work within their "safe zone."
- They will continue when they meet barriers and continue the task until they "get it right," no matter the steps of revision.
- They will take steps when they meet a barrier (ask, use help file, experiment).
- Students will ask for help/overcome feeling "stupid" with computers.
- They will realize technology is not a panacea and has its limitations and glitches. When it fails, it may not be their fault.

DAILY ACTIVITY SHEET

Name: Stephanie Morando Date: 7/29/99

Day (circle) M T W (TH) F

Typing Speed Today: Today I typed 45 wpm.

Programs I used today: Today I went into word and worked on the article for the newspaper and I also went into excel and worked on the weekly time sheet.

What I learned on them: when I went into excel I learned how to send my weekly time sheet as an attachment all on my own.

What I learned on the Internet today: I looked through 2,500 Best Sites magazine and found some other cool web sites that I never know existed. Other than that I didn't find anything else out on the Internet.

What evidence of student progress did you see and how did you document it?

For me, meaningful assessment is assessment that reflects what learners can do with technology. It's an assessment based on performance, and it needs to be based on a framework that can be customized to address our learners' expectations, time constraints, and other demands of our program.

For example, as soon as learners are comfortable with the basics of a word-processor, I have them create a daily activity sheet that tracks their daily achievements. I give them the basic information that needs to be in it—typing speed for the day, what skills they picked up during the day, how they used the Internet to gather information, where they are having difficulties. I then introduce some of the more advanced draw features of the word-processor and then cut them loose to customize the sheet.

Learners complete these activity sheets before they leave each day; they learn to save them to their floppy discs and later to our server space upstairs. They then print them out and place them in their portfolios. Immediately they pick up the print menu dialogs needed to switch their computer between printing on our black and white and color printers. More advanced students have learned how to send me the sheets as attachments to e-mail. These products give a day-to-day picture of student performance and are tangible examples of knowledge in action.

† From third round of field review, July–August 1999

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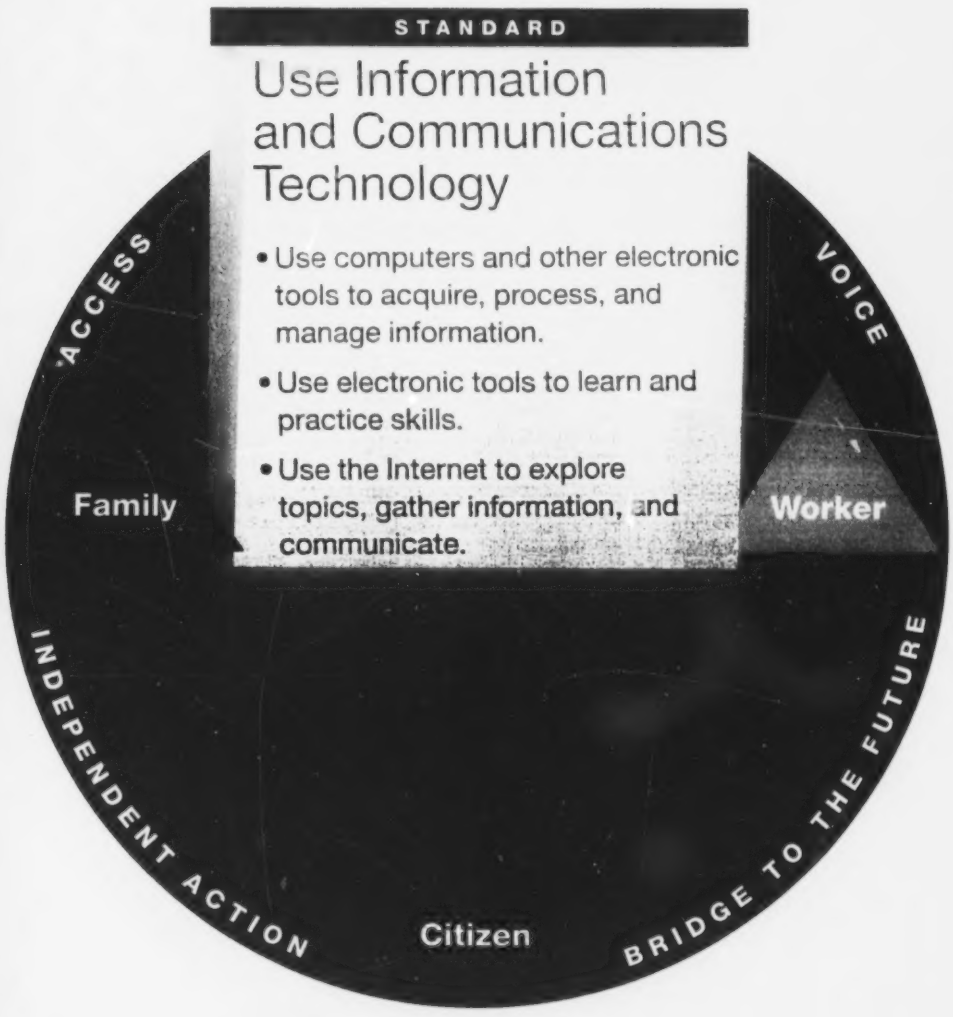
LIFELONG LEARNING SKILLS

Use Information and Communications Technology


STANDARD
Use Information and Communications Technology
• Use computers and other electronic tools to acquire, process, and manage information.
• Use electronic tools to learn and practice skills.
• Use the Internet to explore topics, gather information, and communicate.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
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Using the Standards To Assess Performance

The EFF Standards development team is well along the way to meeting the technical criteria we established for the Standards:[24]

- Through a broad consensus-building process we have developed Content Standards that accurately reflect what adults need to know and be able to do.
- Through an iterative field review process we have made sure that these Standards focus on performance that is observable and measurable and that they are specific enough to guide instruction and assessment.

The remaining tasks to be accomplished in order to meet our "Standards for Standards" include defining multiple levels of performance for students to strive for, and identifying—and, where necessary, developing—accurate assessment tools to meet a range of purposes for assessment. These tasks move the EFF development process from content standards that describe what adults know and can do to performance standards that describe how well they can do it. These are critical next steps if EFF Standards are to drive program improvement and frame accountability for results—for learners who need to know they have credentials that are portable and meaningful in the outside world, and for funders and policymakers who need to know that programs and systems are achieving desired results.

This section of Chapter 3 outlines the work the EFF development team has already undertaken to develop an assessment framework for the EFF Standards, as well as the major tasks that lie ahead. These tasks include:

- Defining the EFF continuum of performance;
- Developing a continuum of performance for each Standard, with levels that benchmark key performances;
- Developing tools to assess performance of each Standard for the range of assessment purposes; and
- Developing a broad "qualifications framework" that focuses on integrated performance across standards, with levels that represent real-world benchmarks.

Each of these tasks is a "system" level task, with implications for assessment and credentialing of individual learning. Carrying them out successfully will require the same broad consensus-building process and strong customer focus that has distinguished the EFF Standards development process to date. It will also require far more substantial resources. The National Institute for Literacy hopes to engage committed partners who are willing to invest in the research and development required to build this assessment framework.

This section begins with an overview of the key assumptions that guide development of the framework. It then walks through each of the major tasks that are necessary to build an assess-

ment framework, describing both the groundwork being laid by the EFF team this year and the longer-term implementation challenges in each area.

Guiding Principles: What We Want Our Assessment Framework To Include

1. **The EFF Assessment Framework must address multiple purposes for assessment.** The framework must provide for:
   - Information on learner achievements and mastery that is useful to the learner as well as the teacher throughout the instructional process.
   - Information about what learners can do that is credible to employers, educational institutions, and policymakers, as well as to the learners themselves; and
   - Information that is useful for program and system improvement and accountability.

2. **To address these multiple purposes, the EFF Assessment Framework must support a multidimensional, flexible, and systemic approach to assessment.** Teachers and programs will be able to choose from a range of tools—to be identified or developed—that enables them to accurately measure performance against EFF Standards and that are linked to one another, so that multiple assessments can provide a rich portrait of learner competence.

3. **The EFF Assessment Framework must address learning over a lifetime.** Strategies for assessment and credentialing must take into account the fact that adults build skills over time (rather than all at once), in response to changes in their life situations. Certificates and other credentials must be modular, designed to define competence or mastery at a particular point, and within a framework that assumes continuing development of competence as skills, knowledge, and understanding are further developed over time.

4. **Since EFF Standards define the skills all adults need in order to carry out their roles as workers and members of families and communities, the EFF Assessment Framework must address a single continuum of performance for all adults—including those with only minimal formal education and those with many years of formal education, including advanced degrees.**

5. **Each level defined in the EFF Assessment Framework must communicate clearly what an adult at that level can do.** Numerical levels don't communicate meaning to external audiences. Grade levels seem to communicate a common picture of performance, but in fact the meaning behind the label varies widely from community to community and state to state. Grade levels are particularly misleading when applied to adult performance, since they focus on developmental skill levels that don't match the ways in which adults, with their broader background and range of experience, can combine skills and knowledge to perform effectively in daily life.

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"Getting clear about what we mean by 'performance' is not just a technical question, but a question of value. At the heart of performance accountability is what we want adult education to be and to become. Only when we are clear about where we want to go can we create mechanisms to show how far we have come."[25]

—Juliet Merrifield

6. **The levels defined in the EFF Assessment Framework must be explicitly linked to key external measures of competence (e.g., certificates of mastery, NAAL/IAL survey levels, diplomas, and other credentials) and key pathways (e.g., entry to higher education and entry to employment as defined by occupational skill standards) so that adults and systems can rely on them as accurate predictors of real-world performance.**

7. **The levels defined in the EFF Assessment Framework must be the products of a national consensus-building process that assures portability of certificates and credentials.**

8. **Work on the development of this framework must maintain the strong customer focus that has distinguished the EFF Standards development process to date.** It must be based on a broad, inclusive definition of maximizing accountability for all activities to all customers—starting with the adult learner.

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"Many times, instructors...focus on 'covering the material' (i.e., transmitting information and theory). They neglect students' practicing the application of the ideas and information to solve problems in their work or other life roles. The result is self-defeat: a loss of effectiveness and efficiency in learning and in its retention. The focus on covering the body of ideas diminishes the students' understanding of the meaning of those ideas as they relate to the problems the learner encounters in day-to-day work settings. The emphasis on 'covering the materials' also deprives learners of the opportunity to gain capability for later roles."[26]

—Barry G. Sheckley and Morris T. Keeton

Task One: Defining the EFF Continuum of Performance

The basic principle of Equipped for the Future is that "EFF Standards describe knowledge and skills all adults need to be effective in meeting the four purposes and carrying out activities central to their roles as parents and family members, citizens and community members, and workers." If our goal is to define a continuum of performance that adults move along throughout their lives, adding skills, knowledge, and abilities that increase their flexibility in responding to change, what characteristics or dimensions of performance is it important to pay attention to? This is the first question the EFF team has addressed in moving from content standards that describe what adults know and can do to performance standards that describe how well they can do it.

The EFF team began by looking at other frameworks that have attempted to define a similarly broad continuum of adult performance, including the National Adult Literacy Survey (NALS) and the qualifications frameworks developed by Australia, England, Scotland, South Africa, and New Zealand. The team also looked at data from EFF field development sites that included teacher descriptions of student performance and research reports from cognitive science studies on expertise and transfer. ***Our goal was to identify a theory-based set of dimensions for performance that would be useful in describing and discriminating between performances at both ends of the continuum—adults with many years of formal education and advanced degrees at one end of the continuum, and adults with very few years of formal education and low English literacy skills at the other.***

One of the concerns raised about existing frameworks that attempt to address a broad continuum of performance is that they do not adequately discriminate between performances at the low end of the scale.[27] Because the NIFL is particularly concerned with addressing the needs of the adult literacy and basic skills system, the EFF team wanted to make sure that the EFF continuum would be sensitive to performances at the beginning of the continuum. As a result, the

team paid close attention to data from EFF field sites that defined the kind of evidence of progress teachers looked for and how they described student performances. At the same time, the team assumed that the goal of the adult literacy system for adults at the low end of the scale, as for all other adults, is to facilitate increasingly more effective performance in the world. ***The aim is to build one continuum, not to strand low-literate adults on a special, developmental continuum, cut off from movement along the main pathway toward mastery and expert performance.***

Since research on expert performance over the past 20 years has been building a greater understanding of the cognitive and metacognitive strategies used by expert performers and how they differ from those used by novice performers, we began to examine whether we could build our continuum on this theoretical foundation.[28]

Four Key Dimensions of Performance. As a result of this analysis, the team identified four key dimensions of performance that are being used to construct a developmental performance continuum for each EFF standard. These dimensions are:
1. Structure of knowledge base.
2. Fluency of performance.
3. Independence of performance.
4. Range of conditions for performance.

1. Structure of Knowledge Base.
What is a knowledge base and how do we build it? Traditionally we think about a knowledge base as what one knows. The literature on expertise and transfer asks us to think not only about what and how much an individual knows (the number of facts, procedures, concepts, etc.) but also how that knowledge is organized. The goal is to assure that, as an individual's knowledge relative to a particular domain or skill grows, the structure of the knowledge base also develops, becoming increasingly coherent, principled, useful, and goal oriented.[29] This means that what a person knows—at whatever level of knowledge—is organized for efficient retrieval and application in every day life. She or he has access to that knowledge and can draw upon it for effective action in the world.

We see evidence of such developments in the knowledge base in improved performance along the other three dimensions we have identified. That is, a knowledge base organized around meaningful concepts, including an understanding of when and under what conditions information or strategies are useful, supports performance with greater fluency and greater independence under a greater range of conditions.

2. Fluency of Performance.
This dimension reflects the old axiom "Practice makes perfect." EFF defines it as the level of effort required for an individual to retrieve and apply relevant knowledge. Points along the con-

According to *How People Learn*

1. **Experts, regardless of field, draw on a richly structured information base.**

2. **Experts recognize meaningful patterns of information.** Experts' command of concepts allows them to see patterns, relationships, or discrepancies that are not apparent to novices.

3. **Experts organize their own knowledge in meaningful patterns around core concepts, big ideas, or basic principles of the area of expertise.**

4. **Experts' knowledge is "conditionalized"—it includes a specification of the contexts in which it is useful.** Conditionalizing knowledge transforms it from "inert" to "active" usable knowledge.

5. **Experts can retrieve relevant knowledge (without effort) as a result of 1-4 above. That is:**
   a. They can recognize meaningful patterns in a problem they need to solve.
   b. They can identify the relevant concepts or big ideas for solving that problem.
   c. They can identify the relevant conditions of usefulness of those concepts.
   d. As a result, they can fluently retrieve the information that is necessary to solve a problem.[30]

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tinuum range from "slow performance, with a great deal of effort," through "some effort" and "fluent," to "fast, effortless, 'automatic' performance."[32]

3. Independence of Performance.
An important indicator of an adult's increasing skill is the extent to which she or he needs direction or guidance in using that skill. EFF uses DeFabio's definition of independence for this dimension: "an individual's ability to select, plan, execute, and monitor his or her own performance without reliance on the direction of others."[33] Points along a skill-development continuum for this dimension of performance would look at a decreasing need for assistance in carrying out these metacognitive functions, whether a person is acting alone or in collaboration with others.

4. Range of Conditions for Performance.
This dimension goes to the heart of how well an individual can use a skill. Included in the EFF concept of "range" are variables related to both task and context. These variables include the kind as well as the number of tasks and contexts in which one uses the skill. Variables to consider include the degree of familiarity or unfamiliarity of a task or context, the extent to which the task is structured or unstructured, and the complexity of the task.

The team has chosen to focus the continuum on these four dimensions of performance because they describe not only *what* people know but also *how well* they can use what they know. Together, they will provide a simple, coherent, research-based picture of performance that makes sense within programs and to the many other stakeholders who care about what people can and cannot do as a result of their learning. They will enable users both to capture the complexity of what students are capable of performing and to communicate it in a way that is easy to understand.

"I found the Dimensions of Performance very useful in helping me define where students were when they came into the class and how their learning developed over the short period they spend with us (6-10 weeks). I needed something that was intelligible and 'says something' to me, to the students, and to the employers who come to us looking for entry-level employees.

The Dimensions of Performance have given me a flexible template to build customized assessment tools that really provide a picture of learner progress.

- **Structure of Knowledge Base** – What does a learner know and how it is organized?
- **Degree of Fluency** – Is a learner performing the task with difficulty or is it automatic?
- **Performing With Increasing Independence** – How much guidance do the learners need? Are they acting alone or are they working in teams?
- **Range of Performance** – How many different tasks and contexts can the learner use the skill in?"[31]

—Anson Green

Task Two: Identifying Levels That Describe Real-World Competence

Identifying levels is the part of work on Equipped for the Future that introduces the critical area of accountability. The challenge in moving onto this difficult ground is to keep clearly focused on EFF's guiding principles for assessment, which present the big picture of accountability for what and to whom. EFF's overarching operational rule states that work on the EFF Assessment Framework will be consistent with work on the EFF Content Framework. It will be "based on a broad, inclusive definition of maximizing accountability to all customers and stakeholders—starting with the adult learner."

Three of the guiding principles for the EFF Assessment Framework specifically address the creation of levels:

- **Each level defined in the EFF Assessment Framework must communicate clearly what an adult at that level *can do*.**

- **The levels defined in the EFF Assessment Framework must be linked to key external measures of competence and key pathways so that adults and systems can rely on them as accurate predictors of real-world performance.**

- **The levels defined in the EFF Assessment Framework must be the products of a national consensus-building process to assure portability of certificates and credentials.**

These principles underline EFF's focus on real-world results. Operationalizing them will require more than setting and describing levels of performance for individual standards. Over the long term, they will also require trying to understand and describe levels of what might be called "composite" or "integrated" performance. This is because most activities in adult life don't depend on using skills one by one but on drawing on multiple skills and integrating them to accomplish a purpose.

The process of identifying the knowledge and skills codified as the EFF Standards began by looking at what adults need to do in the world today to be effective as workers, parents and family members, and citizens and community members. In thinking about how and where to set levels (both for individual skills and for this broader, integrated skill competence), this can't be forgotten. EFF levels must not be based solely on academic conceptions of "beginning," "proficient," and "advanced," but must be anchored to external benchmarks related to what an adult needs to know and be able to do to accomplish real life goals.

Work Currently Underway. As a first step toward defining "descriptive" levels on the performance continuum for individual standards described above, a group of practitioners has been working with the EFF technical assistance team to develop a template for collecting evidence of performance that focuses on the four dimensions.[34] This template will be used with 10 to 15 programs in the 1999-2000 year to begin creating a rich, contextualized picture of adult learner performances along the continuum. The data collected from participating programs will help develop clear and specific descriptions of what performance looks like along the continuum, in terms both of level of skill development and what adults can do with those skills in their everyday lives. These descriptions will be used to build strong links and "crosswalks" to existing systems for describing level of skill, including the U.S. Department of Education's National Reporting System (NRS) and the National Assessment of Adult Literacy (NAAL).

Longer-Term Challenges. Improving performance accountability in adult education also requires research on defining levels related to real-world competence. NIFL will fund and collaborate with research by others that helps establish valid and reliable linkages between what adults know and what they can do. A project that will contribute to this effort is already underway, with the National Retail Federation and the Voluntary Partnership developing skill standards for Sales and Services.

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"We seem to have reached a plateau in the predictive power of our current tests, especially as they pertain to predicting criteria that go beyond school grades. One possible reason for this plateau is that intelligence in everyday life just doesn't seem to be the same thing as intelligence in academic settings. But most of a person's life is spent outside academe.... We need to understand more about intelligence as it applies to everyday settings."[35]

—Robert J. Sternberg

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"Standardized tests provide valuable information for selecting and placing students and for comparing students, schools, and school districts with one another. These types of data will continue to be useful for their intended purposes of selection, placement, and comparison. However, these tests do not measure student conceptions, learning strategies, or metacognitive or affective thought processes relevant to instruction. To measure these thought processes of learners as a way to understand better how teaching affects student achievement, I see a need for a complementary type of test information that requires a new type of test."[36]

—M.C. Wittrock

Data from this and similar efforts in areas related to all three role maps will provide a starting point for structured feedback in a broadly inclusive process, aimed at identifying and building consensus on a small number of levels that reflect important benchmarks for adult performance and lifelong learning. This process will need to involve all stakeholders and customers of the adult lifelong learning system. The NIFL is just beginning to talk with partners about what this process might look like and has commissioned several papers to help in thinking about a valid design.

Task Three: Identifying Tools and Approaches to Document and Assess Performance

Now that the EFF Content Standards and key dimensions of performance have been clearly specified, we can begin the systematic identification of a range of tools and approaches that will help address the three purposes of assessment that are central to the EFF Framework:

- **To provide information on learner achievements and mastery that is useful to the learner as well as the teacher throughout the instructional process.**
- **To provide information about what learners can do that is credible to employers, educational institutions, and policymakers, as well as to the learners themselves.**
- **To provide information that is useful for program and system improvement and accountability.**

To address these purposes and be consistent with our other guiding principles, the tools and approaches identified must enable us to answer two questions about every learner:

1. What do you know?
2. What can you do with this knowledge?

In addition to enabling teachers and programs to document and measure, in valid and reliable ways, performances along the continuum, such tools will help create a database for research—a richly contextualized picture of adult performances—that will enable teachers and programs to understand better what levels and combinations of skills are necessary for adults to carry out important goals in their lives.

Work Currently Underway. The first steps have already been taken in this systematic exploration of tools and approaches. Participants in an expert review of EFF Standards held in January 1999 were asked to respond to two questions regarding assessment: first, to identify effective approaches for assessing performance against EFF Standards; second, to identify existing tools that exemplify these approaches.

Starting with the information gathered through this process, the EFF technical assistance team has begun to create a matrix of proposed tools and approaches for assessing each Standard for purposes of informing teaching and learning, certifying mastery, and/or informing program

and system accountability. When complete, this matrix will provide a starting point for ongoing consultation with practitioners and experts as well as for a focused program of research to be conducted over the next two to three years.

Longer-Term Challenges. Questions that will guide this consultation and research include:

- To what extent do existing tools and approaches provide accurate measures of performance against EFF Standards?
- In what areas do we need to encourage the development of new tools and approaches?
- Can we reach agreement on a set of design criteria for practitioners to use in developing valid and reliable tools to support the teaching and learning process?
- In what ways do these criteria need to be modified to guide development of more highly standardized tools designed to permit comparison of students within and across programs for accountability purposes?

As part of the effort to address these questions, the NIFL will support work to:

Systematically Collect Data.
Teachers will work with assessment experts to develop rubrics and guidelines that help them more systematically collect evidence of student performance against EFF Standards and make more reliable inferences about the "level" of student performance.

Improve Assessments Intended to Inform the Teaching-Learning Process.
Research will focus on improving assessments intended to inform the teaching-learning process, including: a) refining rubrics and guidelines to assure validity and greater inter-rater reliability; and b) identifying areas of learner growth and change for which no tools yet exist for assessment, and c) testing approaches to documenting and judging such changes.

Improve Assessments Intended to Inform Accountability.
Results from this research, as well as ongoing consultation with assessment experts, will inform our understanding of the kinds of tools that will be most useful for accountability purposes. Our exploration of EFF and accountability will also include: a) examining the extent to which programs of instruction and assessment based on EFF Standards yield results on existing standardized assessments; and b) examining the extent to which existing standardized assessments measure learner achievements against EFF Standards.

Coordinate Research and Development Efforts Through an Assessment Consortium.
NIFL hopes to facilitate this research and development through creating an Assessment Consortium, comprised of representatives of key stakeholders, to develop and prioritize a common assessment agenda—consistent with the guiding principles outlined above. Bringing together key players with an interest in assessment and the results of such assessment—including practitioners, researchers, and policymakers—will enable better coordination of resources and the

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"It is important to remember that the traits achievement tests purportedly measure, such as mathematical ability, reading level, or physics achievement, are not features of objective reality, but constructs of human design—invented to organize experience and solve problems, but shaped by the science and the society in which they evolved. Contemporary conceptions of learning do not describe developing competence in terms of increasing trait values, but in terms of alternative constructs: constructing and reconstructing mental structures that organize facts and skills ('schemas'); learning how to plan, monitor, and, when necessary, switch problem-solving strategies ('metacognitive skills'); and practicing procedures to the point that they no longer demand high levels of attention ('automaticity')."[37]

—Robert J. Mislevy

development and validation efforts those resources support. Through coordinated pursuit of a common agenda we can accelerate our efforts to measure (and achieve) progress toward results that matter.

"Ultimately the vision of a lifelong learning system that combines work and learning should be judged by standards that measure its ability to increase choices and opportunities for both work and learning for students as well as its ability to satisfy performance requirements on the job. The diversity among American students, workplaces, and communities requires a variety of alternative paths that mix work and learning integrated by an incremental and sequential system of competency-based standards.

The challenge is to build an integrated system of career pathways with different points of access and exits controlled by posted skill standards. Individuals should not be allowed to enter or exit a particular path without certification of skills and applied competencies. Every exit from a learning path should be validated by accredited learning and lead to either work or continued progress along another learning path...."[38]

—Anthony P. Carnevale and Jeffrey D. Porro

What Programs Can Do Now

How does this long-term work fit with the pressing program and system accountability demands raised by the Workforce Investment Act and other pieces of state and federal legislation? EFF research on adult roles and the skills and knowledge adults need in order to be effective in those roles has enabled us to identify and build consensus on what results are important to measure. Adult and family literacy programs, adult schools and citizenship programs, workplace education programs across the country have begun to use EFF to refocus curriculum and instruction on achieving real-world outcomes. Over the next several years, as valid and reliable tools for documenting and measuring these results are developed, programs will be able to provide strong evidence of the ways in which they prepare adults to be more effective in their roles. In this way, EFF will enable the field to expand what can be measured so that programs can demonstrate how they systematically contribute to achieving all three purposes of the Adult Education and Family Literacy Act—to assist adults in "obtaining the knowledge and skills necessary for employment and self-sufficiency" and in "the completion of secondary school education," and to assist "parents in obtaining the skills necessary to be full partners in their children's educational development."[39]

For a look at how programs are using the EFF Framework and Standards to build competence in these areas, please turn to the next chapter.

CHAPTER 4

Meeting Common Goals: Teaching and Learning With the EFF Framework

Vermont Adult Learning:
Speaking for Ourselves

Sweetwater Union School District:
"No Time for Turkeys!"

Canton City Schools:
Building the Skills to Manage Resources

Introduction

This chapter provides three detailed examples of how teachers use the Equipped for the Future Standards and all the elements of the Content Framework to explicitly focus teaching and learning on real-world goals. Each example is constructed from the documentation and materials provided by teachers participating in the Equipped for the Future field development process. More than 100 teachers and tutors working in 25 programs participated in the first year of the field development process, trying out the framework and draft standards with their students to help the EFF development team determine if "the EFF Standards and Content Framework help you move toward your goals of more effectively addressing the learning needs of adults who come to your program." In the second year of the field development process, a smaller number of programs were asked to focus explicitly on using the Standards to collect evidence of student progress toward stated goals.[1]

The three examples included here illustrate how teachers use different aspects of the Content Framework —from the Purposes and Role Maps to the Common Activities to the Standards— to construct lessons that build real-world competence in their students.

- The first example, from a multilevel, welfare-to-work class at **Vermont Adult Learning (VAL)**, focuses on a class where the four learner-identified Purposes and the Citizen/Community Member Role Map provide the structure for learning. This example is from the first round of field reviews and does not include the detailed analysis of the Standards found in the other two examples.
- The second example is drawn from the work of two English as a Second Language (ESL) classes in the Division of Adult and Continuing Education at **Sweetwater Union School District**. The focus here is on a series of lessons constructed to develop learner competence related to communication and interpersonal skills.
- The third example, from the Even Start program at **Canton City Schools**, focuses on how teachers used the Framework and Standards to link work and learning and to observe, assess, and report progress to others.

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"I could see that EFF was more than just a methodology of project-based learning in classroom instruction. The Standards were developed based on a philosophical belief in a customer-driven system, and the learners who were empowered to make decisions in the classroom and in the program, and given the skills to do so, were energized and invested in their learning. They were also learning the skills they would need in their adult roles. They were learning to use the generative skills while they were learning the subject content."

—Eleanor Lockwood, Director, Windham Adult Education, ME

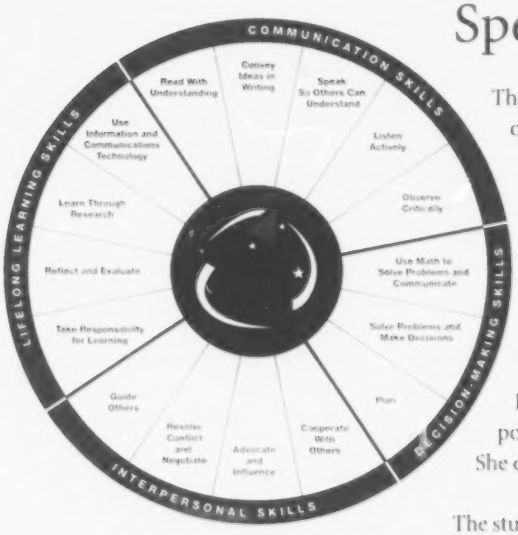
While roughly one-third of teachers and tutors in the field development sites used EFF for working one-on-one with learners (see Chapters 3 and 5 for examples), we chose to use three group instruction samples here in order to provide condensed, multifaceted pictures of EFF as a guide to teaching and learning.[2]

Each illustration of the EFF Framework in action has been constructed in the same way.
Each begins with a narrative description of the program and the students involved.
Each narrative walks through three phases of instruction from the teacher's point of view: planning, implementation, and assessment/evaluation.
Each narrative is supplemented by:

— Reflections from the teacher (italicized type labeled *Reflection*),
— Commentary by the EFF team highlighting key features of the Framework (in green type), and
— Illustrative forms, rubrics, and other artifacts prepared by the teacher, as well as samples of student work produced during the activities.

Vermont Adult Learning (VAL) Program

Speaking for Ourselves



Standards Used in This Vermont Adult Learning Project

This example comes from the Vermont Adult Learning (VAL) Program, which serves yearly over 3,000 adults from rural and urban areas across several counties in northern Vermont. VAL offers a variety of programs, including learning centers, basic literacy and GED preparation classes, work readiness and Bridge to College courses, teen parenting, and family literacy. In addition, some of VAL's work is conducted through individualized, home-based tutoring.

VAL was an EFF field development site in 1997-98, when field development activities focused on evaluating the overall usefulness of the Framework as well as refining the Standards. Teacher Carolyn Bronz tried out the Framework that year; team teacher Lou Dorwaldt joined her later in the year. Carolyn was immediately drawn to the four Purposes, which she felt made a unique contribution to framing the work of adult education. She decided to give students practice in fulfilling each one.

The students in the welfare-to-work class described here had been meeting for over a year when this project started. Though skill levels varied, all the students had mastered basic literacy, and many were at a pre-GED level. Carolyn described the students' learning goals this way:

"They all have the ultimate goal of becoming employed and being able to support their families with their own earnings. They all need and want to improve their academic skills,

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their workplace skills, and their social skills. Each year, we try to design a program that will address these goals in the most effective way. This year we decided to use project-based learning, using the EFF Framework as a way of identifying and teaching the skills necessary to be successful in the project."

This story illustrates how a learning project, conceived as a way to fulfill the objectives of the welfare-to-work program, also drew students into fuller participation in their communities and develop valuable personal skills.

Though developed in a "civic" context, the skills, knowledge, and confidence students develop will serve them in all three primary roles—worker, family member, and community member.

Reflection

"I feel encouraged to know that I can start at any place in the Standards that feels right to me, and I am choosing to start with the four Purposes. These Purposes are easy to understand. They have come from the adult students themselves and so have great validity and authenticity. They give me an overall handle on what I'm doing with students and why."

Origins of the Project

The project is a result of using real-life opportunities to address both funder and student goals. Adults in the class were all either on welfare or recently off the rolls, and according to Carolyn, "Welfare reform issues are very important in their lives right now. Many are facing time limits for benefits and have been required to take Community Service Employment to earn their grants." Students in the class were concerned that some of the regulations they faced were getting in the way of gaining the skills for employment. These included mandated appointments at the welfare office 20 miles away, even though there is no public transportation in this rural community. Some women had few options other than driving uninspected or unregistered vehicles. Others could find no day care for infants. They had concerns to voice to decision makers.

Vermont Adult Learning has a structure in place for making that possible. For the last few years the program has invited local legislators to a student meeting in the fall. This event, set up to inform legislators about the educational needs of residents, also provides a learning opportunity for students as they prepare and practice what they want to tell their representatives.

Through these sessions VAL has gradually built a good relationship with local representatives, and some students have been

COUNTY COURIER

February 12, 1998 8

IN THE SCHOOLS

Students Testify in Montpelier

ENOSBURG: Members of the Goalseekers Class went to Montpelier Feb. 4 to testify before the Joint Committee on Health and Welfare. Their topic was welfare reform. The Goalseeker Class is a group of single parents and displaced homemakers who are working on academic and workplace skills at Cold Hollow Career Center.

The program funded by a Perkins grant is coord[illegible] Adult

Sara Branon Kittell, D-Fairfield, who have both been supporters of the project. The group also met with Rep. Mark Woodward, D-Johnson, and Rep. Alber Perry, D-Richford, who gave advice on how to testify effectively.

Adult education is a vital piece of the welfare reform puzzle. The students have been concerned that Vermont's welfare reform initiative does not emphasize the importance of getting an [illegible] education in preparation for a

n't effectively address the issue of transportation. Almost every member of the class impossible to hold down jobs and keep appointments. Not being able to buy, maintain, register, and insure vehicles means that students must depend on others or drive illegally in order to meet the obligations under welfare reform. Other issues of concern are child care, housing, lack of jobs t[illegible] a living wage, and loss of [illegible] ance when

Cold Hollow Career Center Goalseekers Class

Funded by a Carl Perkins Grant

Taught by Vermont Adult Learning: Lou Dorwaldt & Carolyn Bronz, Teachers

Our Issues of Concern

- Existing and budgeting on welfare grants that don't cover the cost of living (grants are 52% of poverty level)
- Being required to work before we have the opportunity to get adequate education and training
- Being looked down upon by others because of receiving welfare; poor self-image, feeling worthless
- Being forced to take low-paying jobs that will not support our families
- Lack of adequate, safe housing
- Transportation difficulties: driving without licenses and insurance; relying on relatives, friends or hitchhiking for rides; inability to keep cars in good condition
- Child care concerns: does it make sense for mothers of young children to work at minimum wage jobs and pay others to care for the children when their salary will not support the family and they lose their health insurance?
- The obstacles that get in our way: domestic abuse, substance abuse, children with disabilities and/or I.E.P.'s, lack of child support from fathers of our children

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encouraged to become more active in the political process. In 1997 the representatives were so impressed by what they heard during their visit that they suggested a group of students come to Montpelier, the state capitol, to testify before a legislative committee about the issues that concerned them.

Reflection

"I introduced the four EFF Purposes to my class and asked them to think of which Purposes were addressed by speaking to state legislators, what skills we needed in order to be able to do this, and what next steps they envision for themselves."

Using the Framework for Planning and Teaching

The students were excited by the idea of speaking in Montpelier, and preparations for the visit became a focus for classroom activities. To make sure that the students understood the ways in which this activity was legitimate learning, the class used the EFF Framework to identify the skills that could be developed if they used this invitation to express their concerns to the legislature. These skills included *Read With Understanding, Convey Ideas in Writing, Speak So Others Can Understand, Listen Actively, Solve Problems, Use Technology, Learn Through Research, Plan,* and *Advocate and Influence.*

Questions to Ask Reach Up Welfare-to-Work Program Staff (Abridged) Developed by Goalseekers Class

PERSONAL/CAREER

1. Why did you decide to be a Reach Up worker?
2. Have you ever lived on welfare? Do you know how hard it is to live on 52% of your needs?

TRANSPORTATION

1. Some students are driving without licenses and insurance. Some can't afford to have a legal vehicle and maintain it. How can people get to work if they have these problems?

CHILD CARE

1. At what age does Reach Up expect people to put their children into child care?
2. If a single mother feels it's in the child's best interest for her to stay home to care for that child, how do you respond to that?

EDUCATION

1. How important do you feel education is for the goal of getting a job?
2. It's hard to get a good job with only a high school diploma. What is your policy about higher education?

QUESTIONS FOR THE PROGRAM DIRECTOR, STEVE GOLD

1. How many people are in the Reach Up program statewide?
2. What is the percentage of people who have obtained jobs and no longer receive welfare?
3. What is the total budget for the Reach Up program?
4. How much of this budget goes to the recipients?
5. Where does Reach Up funding come from?
6. What do you feel are the greatest successes of your program?

Over the next several months, students completed background readings; conducted research on individual and corporate welfare; wrote their personal stories; practiced their speaking skills; and studied how government works. Carolyn summarized the standards-related learnings as follows:

— ***Read With Understanding:*** Students had to read a variety of authentic source materials, some of which were college level. They had to be able to recognize bias, evaluate an argument, and understand diverse points of view. They had to develop their vocabulary and their background knowledge of government and social programs.
— ***Convey Ideas in Writing:*** They each wrote essays about the issues related to welfare reform that most concerned them.
— ***Speak So Others Can Understand:*** Each student who went to Montpelier spoke. All students have been actively speaking in class and practicing their delivery before their peers.
— ***Listen Actively:*** They practiced taking turns speaking, listening with respect and without interrupting, and giving feedback to speakers.
— ***Resolve Conflict and Negotiate:*** This is ongoing in this class. Working on openly sharing feelings in an assertive, not aggressive, way. Working on confidentiality issues, and trust building.
— ***Plan:*** In order to successfully make the trip and make it to class each week, students must manage their time and plan child care, transportation, etc.
— ***Solve Problems:*** Unexpected problems constantly crop up for them. They are becoming more creative and more collaborative in finding solutions.
— ***Reflect and Evaluate:*** Weekly class feedback forms completed.

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Carolyn described "the big day" this way:
"The students were well prepared but nervous, of course. They read their stories to the committee, who listened attentively and asked many questions. They kept us long after our scheduled hour. This made a huge impression on the students. As one said, 'The committee really seemed interested in what we had to say about our situation. I thought we were going to go down there and just be blown off. But I was wrong.' Every one of the students came out of the session feeling empowered."

Interviewing Welfare-to-Work Staff

One of the outcomes of participation in the hearing was that the class invited the director and several staff members from Reach Up, the state welfare-to-work office, to meet with and be interviewed by class members. To make sure that the visit didn't turn into a gripe session, the teachers spent time discussing with students beforehand how they would conduct the day and the kinds of questions they would ask. They spent several class sessions brainstorming the questions and holding mock interview practice.

Students also did additional research on the Internet to learn more about the local welfare program. Teacher Carolyn Bronz described the goal of the meeting: "We planned to establish a tone of mutual respect so that the information we were sharing would be helpful to all of us. We thought that if the welfare staff could learn more about some of the problems we were having, maybe the program would become more beneficial to people who are trying to get off welfare and get jobs."

Looking at Student Performance

The meeting went well. "It was a valuable two-way sharing and feedback session. We learned ways to make the system work better for both of us."

Afterwards Carolyn created a questionnaire that asked the students to use "the lens of the EFF Standards" to evaluate the learning project and to reflect more deeply on what they had gained from the experience. Each student wrote about the skills she used and why.

EFF makes skills explicit and gives students a way to talk about them. The EFF Framework helps students develop metacognitive awareness of their own learning.

Student Responses—EFF Questionnaire

What did you have to learn and be able to do in order to do this project?

Read With Understanding
- –To learn about what's going on in the world today.
- –To know what I just read and understand what it said.

Convey Ideas in Writing
- –I had to learn how to write so I would be understood.
- –Put my ideas on paper in the right way.

Speak So Others Can Understand
- –We must talk loud and speak slow so they could understand.
- –I stutter when nervous so I had to concentrate on what I wanted to say.
- –We had to get our point across.

Listen Actively
- –So we can understand what people tell us.
- –I had to listen carefully to questions so that I could answer.

Cooperate With Others
- –I am learning how to work with people I do not like.
- –We had to get along to do this project.

Advocate and Influence
- –We were advocating for ourselves.
- –Everyone has influence on each other in our class.

Resolve Conflict and Negotiate
- –We had to try to solve things in ways that don't hurt feelings.
- –As a group we are responsible to solve any problems that occur.

Guide
- –We learn how to give someone a helping hand.
- –We guide one another for the best for the group.
- –The teacher guides us with the help we need.

Plan
- –We had to make a design of what we were going to do.
- –We had to decide what order to get things done.
- –Although the teachers plan the classes, the students have come up with good ideas to change the teachers' plans.

Research
- –We had to know the information about the agencies and our project.
- –I learned how to look up things.
- –I use personal knowledge, information from libraries, books, etc.

Use Technology
- –We used the computer to do our testimony and to find out information.

Reflect and Evaluate
- –We gained experience by looking back at what we did.

How will you use what you learned in this project outside of school?

- –To get jobs and in my household. I will use this information in just about everything I do in life from buying groceries to doing a job.
- –To teach people how welfare works and what they are supposed to do.
- –I use what I have learned in this class every time I open my eyes til I close them at night. I use my reading, writing, math. I can solve problems or get help. This class has made me open my eyes when I thought I was worthless.
- –I will learn to speak out more in my every day life.

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Feedback from
George Costes, Vermont State Senator for Franklin County, Member of the Joint Committee on Health & Welfare

1) Please tell your reaction to the Goalseekers Class testimony in Montpelier.
You people knew your subject well. You were prepared and presented your point of view clearly. You spoke about difficulties with transportation, child care, insurance and other problems. Your legislators need to hear about these problems.

2) What effect do you think this testimony had?
It brought some problems to the forefront and now we're working hard on rural transportation. Efforts are being made to improve it. We are still working on a public transportation system for Franklin and Grand Isle counties. We also voted to appropriate money to the place in Burlington that repairs cars to resell very cheaply to people in need of transportation. This was a direct result of your testimony. We still need to take a look at the problem of licenses which have been suspended because of fines. We have talked about instituting a Forgiveness or Amnesty Day to give people another chance to retain their licenses.

3) Do you have questions or advice for this group of women?
Keep these issues coming at the legislators. We need to hear from you about these issues. Keep the pressure on. Come in again this year to testify. Come prepared with your facts and figures like you did last year. Your group did a very good job.

Avis Gervais,
State Representative for District 2 (Enosburg, Richford, Bakersfield, Berkshire)

1) Please tell your reaction to the Goalseekers Class testimony in Montpelier.
The Health and Welfare Committee were astonished as to how these women and their families live each day! The hardships they encounter which in turn discourage them from advancing to a quality life for their families and themselves!

2) What effect do you think this testimony had?
We need answers to this problem. A couple of the members of the committee immediately sought out help for some of the members.

3) Do you have questions or advice for this group of women?
You did a great job all by yourselves! Don't give up!!

4) How do you think this class should follow up?
Proceed to get a listing of Legislative names and telephone numbers, federal and state, to allow them to make contact with these persons on their own. This is what impresses them!

Learner Comments About the Trip to Montpelier

The day we went to Montpelier to meet with the Joint Committee was really good. They all listened to us while we were talking and when they left to vote they wanted us to stop until they came back.

The part that surprised me was they were interested with our lives. Also the Joint Committee wanted to help us if the laws don't do what they were voted in for.

Also it was very interesting to see how they worked down there. Having our classmates talk was really nice.

I think the worst part of the day was waiting. But it was good after that. I would do it again.

—Ellen Landry

...I was very scared when I had to go up and talk about my problems. I wanted to hide, but I am very glad that I did talk to them. The committee can't help you if you don't stand up and talk. I know because they helped me get my Medicaid back when I kept losing it for no reason!

I had a good time down in Montpelier. I feel that I learned a lot there. I learned that the people at the Capital really want to help us. I feel that our class did a great job in testifying about all of our problems. I feel that we all got our points across to all the people in the room, not to just a few. I would go again. Thank you to all the people who made it possible for us to go.

—Rose Elwood

From the teachers' point of view the experience was successful in many ways. In addition to the skills growth described above, they reported the following observations of changes in student performance:

- Students are becoming more confident, as evidenced in their demeanor, their speech and their body language. They were "respectful, poised, and clear in their questions and comments."
- They are growing more supportive of each other and more ready to share.
- They are understanding their own personal power and seeing how they are responsible for their situations.

Another important source of data about student performance was the feedback the class received from state representatives and the Department of Human Services staff. These external observers confirmed the teachers' observations, describing the students as well prepared and articulate.

The teachers concluded from this experience that projects involving students in reaching out to the community can result in powerful learning experiences. Carolyn noted: "The preparation involved in speaking, writing, presenting their points of view, and interacting with people that they ordinarily see as impossibly out of reach requires them to get their act together, and they do!"

From Voice to Independent Action

A year later, Carolyn's observations about the power of breaking down the wall between the classroom and the community is being corroborated by an experience she and fellow teacher Lou Dorwaldt are having with a new class in a different town. The Getting Ready to Work class is a group of low-income women, mostly single mothers, who are all welfare recipients.

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VAL invited legislators to visit students and teachers in this program as well. This time, one of the legislators brought along an application for a grant to benefit women and girls. The class considered this new possibility and decided to use grant writing as a learning activity to help them develop specific skills in service of a real objective. As with the previous class, they used the EFF Framework to identify the skills they would need to focus on.

Adults' goals evolve as they engage with each other and project activities.

Together the group spent a few hours of class time brainstorming ideas for the project and many more hours writing the proposal. Students drew on their own experience to identify the need for resources to address emergency child care and transportation. Then they developed a plan to address these needs. The class brought in people from the community with experience in grant writing to guide them in developing a budget and timeline, and one of the students typed up the proposal. As a result of this effort they received a $4,000 grant.

A committee of four students was formed to administer the grant and to help find matching funds from local organizations. As they begin the process of carrying out their project plans, these students will be interacting with a variety of community agencies and people. They will be making and implementing decisions and learning from each step in the process as it presents itself.

The real-world focus of EFF provides opportunities for adults to develop relationships that build and benefit the community.

Summary

Carolyn and Lou continue to marvel at the opportunities that unfold when they approach learning as an activity with real-life application. They also note that it takes more time to teach this way—helping students develop and apply skills in ever-changing situations. They reflected on what they were learning:

The Framework tools help adults see how their developing skills transfer across roles. The research, planning, and problem solving developed through this community project can be applied to work and family contexts.

"EFF gave us the framework we needed to take full advantage of this learning opportunity. It enabled us to make explicit all the skills students develop through project-based learning. In addition, using the framework to reflect on learning afterward gave students the chance to appreciate and integrate what they have learned."

Title Page of Grant Application

Who We Are

We are a group of low income women in Getting Ready to Work,* a collaborative educational and work skills program. We all want to get off welfare, but we are having a hard time. We all want a better future for our children. We want to provide a loving, stable environment for our children. Our goal is to be able to have safe, reliable, high-quality child care so that we can go to work or school to better our futures. Our dream is to have employment that pays enough to support our families.

We are taking responsibility for reaching our goals by coming to the GRTW program and getting our GEDs and Adult Diplomas. Some of us are taking college courses to get a start on a degree. There are others among us who are working part-time, as well as coming to class twice a week. One of us has started her own business. As a group, we identified the need in our area for child care and transportation, and to fix it we wrote a grant to try and get funds for this purpose. All these things that we are doing are steps that we are taking to achieve the goals of creating better lives for ourselves and our children.

*Partners in GRTW are DET, Reach Up (DSW), Vermont Adult Learning, and two local technical centers.

The St. Albans (VT) Messenger
Tuesday, June 15, 1999

Getting Ready to Work Students Write, Receive Grant

GRTW students wrote and received a grant for child care and transportation through The Vermont Women's Fund, a component of The Vermont Community Foundation. The Vermont Women's Fund received 59 applications requesting more than $300,000 out of an available $40,000 for grant making. Of the 59 applicants, the Foundation awarded a total of 13 grants.

On May 25, Kate Baldwin from the Vermont Community Foundation will visit Vermont Adult Learning to present teachers, Carolyn Bronz, Lou Dorwaldt and their GRTW students with the $4,000 check.

The grant money will be used for the

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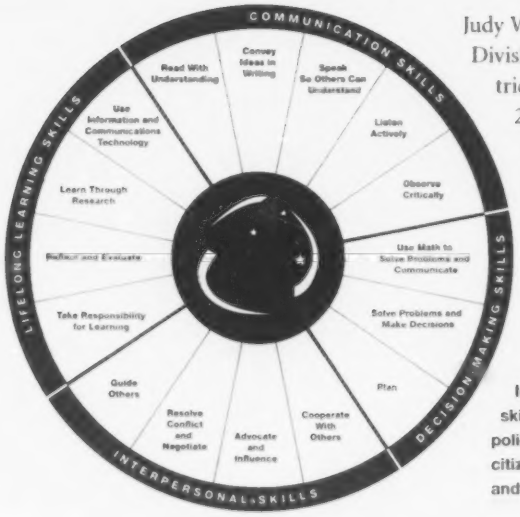
Sweetwater Union School District

"No Time for Turkeys!"



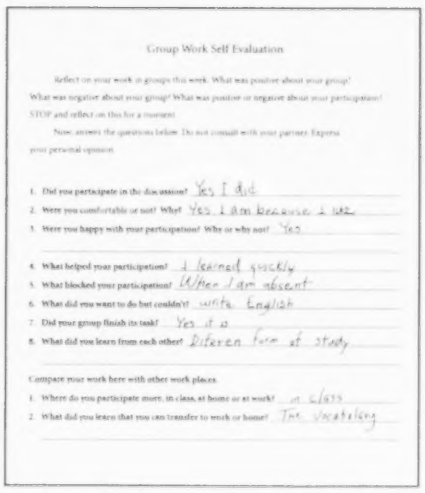
Standards Used in This Sweetwater Union School District Project

Judy Wurtz and Eileen Peca teach in the English as a Second Language (ESL) program of the Division of Adult and Continuing Education at Sweetwater Union School District, a large district in southern California. During the course of a year, this ESL program serves close to 20,000 adults, a number that is increasing each year. The classes described in this vignette are intermediate-level ESL. Students at this level are able to use English to meet the basic survival needs of daily life but need a lot of practice and improvement in order to use English in a wider range of situations. The focus of instruction for teachers in this program is improving the reading, comprehension, writing, speaking, and listening skills of students so that they can function more independently in both familiar and unfamiliar situations.

Improved interpersonal skills address general policy goals of active citizens, healthy families, and productive workplaces.

Judy and Eileen meet with students, in separate classes, for about 20 hours a week. While almost all the students are native speakers of Spanish, they come from a wide range of educational and occupational backgrounds. Judy and Eileen use a variety of teaching approaches. In general, both try to build lessons around real-life application of skills. The lessons described here took place during the second year of their participation in the EFF field development process.

During the time described here, the Common Activity *Work Together* provided the context for work on all the *Communication Skills*, plus the skills *Cooperate With Others, Guide Others, Reflect and Evaluate,* and, as it turned out, *Resolve Conflict and Negotiate.* Students were organized into teams to learn about team work and group process skills.



Group Work Self Evaluation

Reflect on your work in groups this week. What was positive about your group? What was negative about your group? What was positive or negative about your participation? STOP and reflect on this for a moment.

Now, answer the questions below. Do not consult with your partner. Express your personal opinion.

1. Did you participate in the discussion? Yes I did
2. Were you comfortable or not? Why? Yes, I am because I like
3. Were you happy with your participation? Why or why not? Yes
4. What helped your participation? I learned quickly
5. What blocked your participation? When I am absent
6. What did you want to do but couldn't? write English
7. Did your group finish its task? Yes it is
8. What did you learn from each other? Different form of study

Compare your work here with other work places.

1. Where do you participate more, in class, at home or at work? in class
2. What did you learn that you can transfer to work or home? The vocabulary

COMMON ACTIVITY

Work Together

Cooperate with others to learn, accomplish tasks, and pursue common goals.

- Identify what needs to be done and plan how to do it
- Pay attention to the relationships within the group as well as to completing the task
- Identify and draw upon everyone's strengths in carrying out the work of the group
- Recognize and deal with conflict in a productive manner

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The Origin of the Lesson

Judy and Eileen had been meeting with their classes for several months when a real in-program conflict provided a teachable moment for conflict resolution skills. Two of the classes planned to hold a Thanksgiving party together, and one student from each class volunteered to pick up a turkey from a local market, with the understanding that the turkeys were pre-cooked. As it turned out, they were not, and one student was upset when she discovered that she had "volunteered" to cook the turkey. "As a result," Judy reports, "there was a lot of tension at the party and the two classes sat separately. One class accused students from the other of giving them 'dirty looks.' It was a miserable experience for all of us."

Afterward, Judy and Eileen discussed the possibility of using this incident as the basis for classroom work on *Resolve Conflict, Cooperate With Others, Speak So Others Can Understand,* and *Listen Actively,* but they were hesitant. "We knew that this would be asking our students to revisit some negative emotions and memories and we couldn't bring ourselves to do it. When one of us explained the conflict during a team meeting of EFF teachers, others thought this provided a great opportunity to explore the Standard *Resolve Conflict and Negotiate.* Especially since these two groups of students would be in the same class with each other the following semester and would have to get along, this was a reason that could motivate all of us, students and teachers, to revisit this unpleasant time."

The transition to a system that can provide "results that matter" requires structural support for colleagues to share, problem solve, and challenge each other to take risks.

After the holidays, they decided to talk about the conflict in class and build a series of class meetings and activities around it. Then each planned separate follow-up lessons on conflict resolution skills.

Components of Performance for
Resolve Conflict and Negotiate

- Acknowledge that there is a conflict.
- Identify areas of agreement and disagreement.
- Generate options for resolving conflict that have a "win/win" potential.
- Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.
- Evaluate results of efforts and revise approach as necessary.

Using the EFF Framework for Planning

Judy describes the process she used in planning the first class:

"As I planned what we would do during these classes, I looked at the standard for *Resolve Conflict* and thought about what I already knew about how my students deal with conflict. I had very limited information to go on, as I haven't noticed many conflicts in class. I also had very little practice in observing this skill in the way I'm used to observing the *Communication Skills.* All I noticed was that the students in my class had not considered any other possible interpretations of what had gone wrong at the party beyond their own.

An EFF curriculum builds from what participants already know and can do. Finding these starting points is a new endeavor for most teachers and students.

"I then thought about what I would look for, what my expectations of student performance of the skill *Resolve Conflict and Negotiate* would be. My expectations included the ability to:

- Identify that acknowledging a conflict is the first step toward satisfactory resolution.
- Write what happened to create the conflict.
- Listen to and acknowledge the other class's version of what happened.
- Agree to an activity that will help resolve bad feelings left from the conflict."

EFF promotes intentional teaching, planning instruction with the end in mind.

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The Framework facilitates explicit discussion of what is being learned and why and therefore helps students and teachers negotiate the direction of the curriculum.

What Took Place

In early January both classes were asked to write about the conflict. In preparation for their writing, students read a paragraph explaining why the classes were revisiting this conflict. "The class talked about EFF and the Standards we had studied—*Cooperate, Speak, Reflect* and, now, *Resolve Conflict.* We also talked about the fact that next semester they would be in a class with some students from the class with which they had the conflict. They would need to work together amiably and cooperatively."

Judy described what happened:
"As I expected, it was difficult for everyone (including me) to revisit the conflict, but the opening reading explaining why we were doing this helped, especially in making clear that the classes would mix the next semester. After this introductory discussion, the students wrote responses to the questions on the form. Then, working in small groups, they listed factors they felt contributed to the conflict and identified possible solutions. (One class said 'No more parties with the other class.') This list was compiled for reading in both classes the next day. I was surprised to learn that the 10:00 class had had some other conflict within their own group at the party. Many students from the 10:00 class were unaware of the bad feelings in the other group."

On the following day, the 8:00 group was happy to learn from the combined list of factors that the 10:00 class accepted some responsibility for failing to welcome them into their room, etc. The earlier class then accepted some of the responsibility for isolating themselves.

One of the recommendations for resolving the conflict was that students from the different classes needed to get to know each other better. Together the teachers and students planned a joint class for the following week. One class developed "interview" questions for all students to

Resolve Conflict and Negotiate

We are going to spend some time talking about the conflict that occurred with the Thanksgiving party. We are going to do this for two reasons:

1. The national project that we are participating in (EFF) asked that we take a conflict and use it to evaluate their Standards.
2. Next semester some students from the other class will be your classmates. You will have to work and cooperate with them.

Reflect on what happened when planning for the Thanksgiving party and during the party itself. Identify the conflict or conflicts:

What factors contributed to the problem?

What did we do to resolve the conflict? Should we do more?

Notes from Class Discussion

Identify the conflict:

— The 8:00 class felt they were isolated and ignored by the 10:00 group.
— The 10:00 class felt that the 8:00 group put their food at a different table, sat at a different table and isolated themselves.
— Each class said, "The other group didn't talk to us."
— Two groups from the 10:00 class said, "We didn't welcome them. We didn't invite them to put their food with ours or sit with us."
— Both classes said there was a lack of communication and lack of organization.
— The 8:00 class felt upset and angry because organizers told them that the turkey was fully cooked and came with other food. When their representative picked up the turkey, it was not cooked and came with no other food.
— The 10:00 class picked up a turkey that was fully cooked and came with mashed potatoes and gravy, strawberry jam and pumpkin pie.

Solution???

— Both classes said that some people were only served turkey skin and bone.
— Both classes said we need more communication and for the students from the different classes to get to know each other better.

Suggestions: What can we do for the two classes to get to know each other better?

GETTING TO KNOW YOU

Interview 10 students from the other class. Use the word at the top of each column to form questions.

NAME?	WHERE FROM?	WHERE LIVE?	MARRIED/ SINGLE?	CHILDREN?	DREAM FOR THE FUTURE?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Both classes had just finished making "dream maps" (collages of their dreams for the future) and then doing oral reports on them. Thus the column about dreams for the future.

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use in a get-better-acquainted activity that also gave the students an opportunity to practice English. They included a question about dreams for the future, which had been a topic of discussion in earlier classes. The other class selected a movie to view. "After 30 minutes of interviewing each other, we watched the movie and ate popcorn; which both classes brought. It was a very successful day!"

Teachers using this approach to curriculum development need to be able to let their students ask questions and engage in activity beyond what the teacher already knows.

Looking at Student Performance

Throughout planning and implementing these lessons on resolving conflict, Judy and Eileen considered what they knew about their students' experiences with negotiating and resolving conflict. The components of performance for the Standard *Resolve Conflict and Negotiate* provided guidance for instruction, observation, and student self-assessment. The components of performance also guided the teachers' thinking about ways to document student performance. Each student prepared a written summary of what happened to create the conflict (see form on page 74). Each student also created a written summary of the other class's version of what happened, documenting the ability to acknowledge the other party's position. Completed "getting to know you" forms documented each student's willingness to participate in activities designed to resolve bad feelings left by the conflict.

Reflection

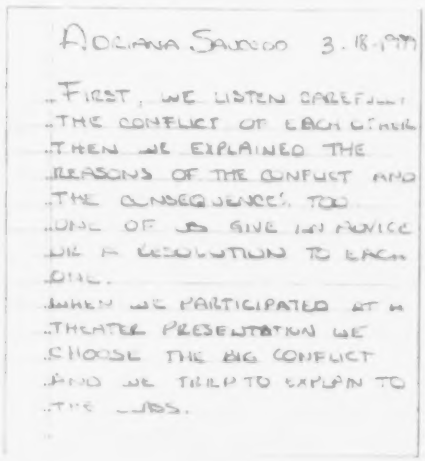
Using the components of performance helped me to focus on the process of what we would be doing in class and how.

Since the lessons were structured to include writing and interviewing activities, they included opportunities for teachers and students to assess progress toward the Standards *Convey Ideas in Writing, Listen Actively,* and *Speak So Others Can Understand* as well as *Resolve Conflict and Negotiate.*

Teaching English to speakers of other languages has its own set of challenges and opportunities, and practitioners are finding that using the EFF Framework supports and validates the array of skills that ESL practitioners teach but rarely have the opportunity to report. As Judy reflected:

> "During these lessons, I needed to focus on how this process could be carried out in English appropriate to the level of my ESL students. The goal of the traditional ESL class is English language acquisition, and the process is contrived. While the long-term goal remains English acquisition with EFF, the goal of last week's classes was conflict resolution and the process was authentic English."

Both teachers planned additional lessons to follow up on these class sessions about the conflict between the classes.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FIRST, WE LISTEN CAREFULLY THE CONFLICT OF EACH OTHER. THEN WE EXPLAINED THE REASONS OF THE CONFLICT AND THE UNDERSTANDS TOO. ONE OF US GIVE IN ADVICE OR A RESOLUTION TO EACH ONE.

WHEN WE PARTICIPATED AT A THEATER PRESENTATION WE CHOOSE THE BIG CONFLICT AND WE TRIED TO EXPLAIN TO THE KIDS.

Eileen's Follow-Up Lessons

Eileen began the follow-up lessons by asking her students to think of a conflict they had experienced in their personal lives and to reflect on how they had resolved the conflict. In small groups, individuals who felt comfortable doing so shared their experiences with each other. Then every group shared one conflict with the whole class.

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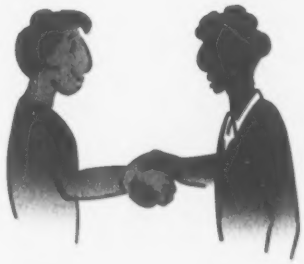


Next, the class watched a Crossroads Cafe Video about misunderstandings and conflicts and talked about the characters in the story. The students were asked to recall three conflicts in the video and to suggest possible resolutions. The conflicts and their resolutions were listed on the board. Together, Eileen and class members discussed the consequences of each suggested resolution.

Practice exercises (grammar, for example) continue to be important components of larger, contextualized lessons.

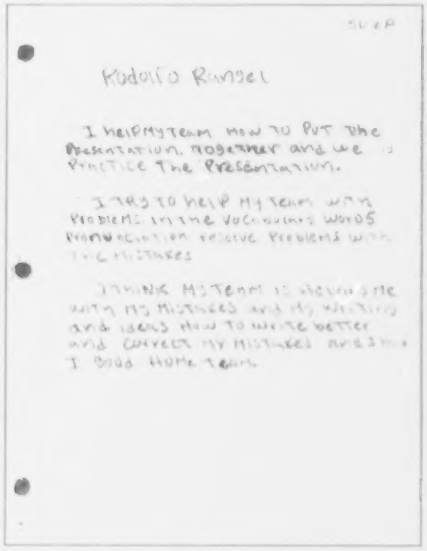
They then watched the video again. Afterward, students held a mini-debate on the major conflict in the video. According to Eileen, "The students were able to identify all of the conflicts in the video and were quick to match resolutions to those conflicts. For grammar review, we also practiced giving advice to the characters using 'should' and 'had better.'"

Reflection

Using the components of performance to define and collect evidence makes the teacher a little more sure that the lesson was successful and that the learners learned. It helped me to see the many steps involved in discussing the topic of conflict. Not only was I more aware of the many steps, but the students were as well.

Finally, students wrote stories about a conflict they were presently facing in their own lives. The first paragraph was to introduce the conflict, the second, to describe a possible resolution and its consequences, and the third, to describe an alternate resolution and its consequences. These writings documented students' increasing ability to identify areas of agreement and disagreement in a conflict and generate options for resolving the conflict that can meet the needs and interests of all.

The following day Eileen extended the learning by shifting focus to the Standard *Cooperate With Others.* Her class had been working in home teams to prepare for biweekly vocabulary tests. She fostered cooperative behavior by awarding a prize to the team that received the highest composite score on the tests. After six weeks, the teams were making progress in working together. Eileen felt both individual students and the teams would benefit from an activity focused on building competence in this area. As she thought about her expectations for the activity she was planning, Eileen was guided by the components of performance for *Cooperate With Others.* Here's how she listed the desired outcomes for the lesson:


Rudolfo Rumsel
I helpMyteam how to put the Presentation. togetner and we practice the Presentation.
I TRY TO HELP MyTeam WITH Problems in the Vocabulary words Pronunciation resolve Problems with the Mistakes

- All students will contribute to the activity.
- The team leaders will help others participate actively and feel like contributing members of the team.
- The teams watching the presentations will give feedback and support.

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Eileen asked students to share in their home teams the conflict resolution stories they wrote the previous day. After hearing all the stories, each team selected one to present to the whole class as a play or a poster. Team members worked together to create a short play or visual representation of the conflict story and acted it out or presented it to the class together. Five theater presentations and one poster (a cluster diagram of the conflict) were made and discussed.

Then students reflected on the value of working in a team. Students were practicing English as well as deepening their understanding of conflict resolution skills by acting out the stories in English. At the same time they were strengthening their team work skills by actively participating in a group activity and reflecting on their participation.

Judy's Follow-up Lesson

Judy planned a fairly straightforward follow-up lesson on resolving conflict. Once again, she was guided by the Standard in determining what she would focus the lesson on and what progress she would look for:

- Ability to identify the conflict in a specific situation.
- Ability to list a variety of ways to resolve conflict.
- Ability to discuss consequences of the different options and choose the one most likely to resolve the situation.

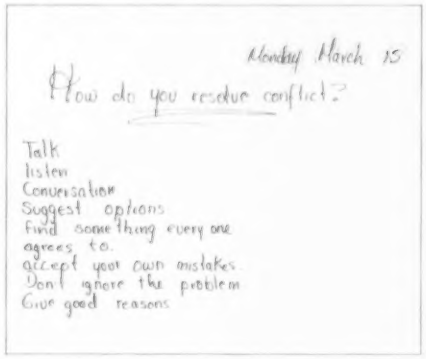
In order to build on prior learning, she started the class session by asking the group to brainstorm a list of ways to resolve conflict and then a list of sample conflicts. Many of the examples the students gave were problems rather than conflicts (drugs, domestic violence, gangs). Judy realized that she needed to help the group focus first. "They already had a good grasp of the steps needed to resolve conflict but many didn't know the difference between a conflict and a problem."

One student mentioned a conflict with his neighbors and Judy took that as the kernel for the next day's lesson. She wrote a dialogue between a man and his wife about a neighbors' noisy parties and followed it with written exercises including comprehension questions, identification of points of view, and presentation of options for solutions.

Because some of the students had difficulty identifying points of view, Judy and the class members discussed the differences between point of view and solution, writing examples of both on the board. They also discussed the qualities of a lasting solution and resolution. Some members of the class began to identify creative solutions that might be acceptable to all parties concerned. Judy observed or collected evidence of student performance in the following ways:

- The list of ways to resolve conflict, generated by the students and recorded by the class secretary.

Student Notes From Brainstorm



Monday March 15

How do you resolve conflict?

Talk
listen
Conversation
Suggest options
Find something every one
agrees to.
accept your own mistakes.
Don't ignore the problem
Give good reasons

Martha: We have to do something about the Gomez family next door.

Jorge: I know. They have so many noisy parties at night. I can't sleep and we have to get up at 4:00 in the morning. Maybe we should just call the police.

Martha: I don't know. Maybe we should try talking to them.

Jorge: But we talked to them two weeks ago and the noise just continues. I have to get my sleep. I'm so tired at work, it's dangerous.

Martha: I'm sure some of the other neighbors are feeling the same way. Maybe if 3 or 4 families talk to them. Maybe they would listen.

Jorge: Or maybe we should just call the police.

1. What is the conflict?
2. What time do Martha and Jorge have to get up?
3. Why do you think they get up so early?
4. What does Martha want to do about the problem?
5. What does Jorge want to do about the problem?
6. Do you think it's a good idea to involve the other neighbors? Why or why not?

What is

Jorge and Martha's point of view?	The Gomez family point of view?
a.	a.
b.	b.
c.	c.

7. Think of one or two solutions that would satisfy everybody.

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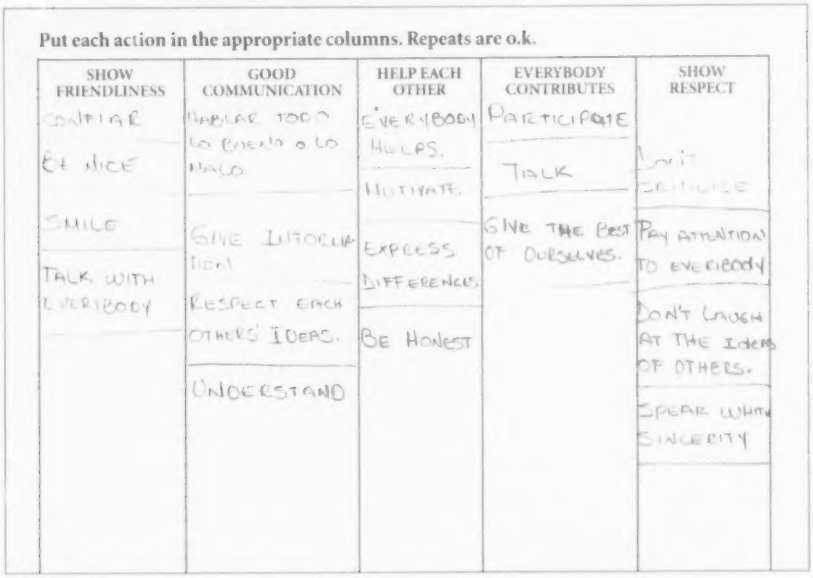

Put each action in the appropriate columns. Repeats are o.k.

SHOW FRIENDLINESS	GOOD COMMUNICATION	HELP EACH OTHER	EVERYBODY CONTRIBUTES	SHOW RESPECT
CONTAR	HABLAR TODO LO QUE NO LO MALO	EVERYBODY HELPS.	PARTICIPATE	
EL JUICE		MOTIVATE.	TALK	
SMILE	GIVE INTERESTING	EXPRESS	GIVE THE BEST OF OURSELVES.	PAY ATTENTION TO EVERYBODY
TALK WITH EVERYBODY	RESPECT EACH OTHERS' IDEAS.	DIFFERENCES		DON'T LAUGH AT THE IDEAS OF OTHERS.
	UNDERSTAND	BE HONEST		SPEAK WITH SINCERITY

Reflection

Looking for evidence that related to the components of performance led me to extend the exercise I developed. Normally I would have presented the dialogue with comprehension questions only. This time I included questions about opposing points of view, which stimulated thinking about compromise and resolution, as it stimulated some good discussion in English.

- Individual student work on the dialogue and follow-up questions.
- Student writing about possible solutions to the conflict.
- Observation of class discussion about possible solutions. "There was disagreement in their answers and students were able to defend their suggestions."

All individual and group work was filed in students' individual folders or in team folders, as documentation of work on the Standard *Resolve Conflict and Negotiate.*

Throughout these class sessions, Judy took her cues from her students, while keeping her focus on the Standard. "As with most of my EFF teaching, I planned this lesson in small increments. I find this to be one of the truly exciting ways that EFF has impacted my teaching. I plan a small increment without a clear idea of what direction the lesson will go. The remainder of the lessons are based on the interaction with students—they give their ideas (usually through brainstorming) and I base my follow-up lesson on something from that, which they in turn respond to and may lead to another lesson. I always felt I responded well to my students' expressed needs but they didn't often express them. I never before have felt that the class is such a collaboration between students and teacher."

Summary

The EFF Framework has provided Judy and Eileen with the tools they need to construct lessons that help students build and practice the skills necessary to *Work Together.* Making explicit the components of performance of interpersonal skills like *Cooperate With Others* and *Resolve Conflict and Negotiate* enables teachers to teach and assess these skills as intentionally as they teach and assess communication skills like *Speak So Others Can Understand* and *Listen Actively.*

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Canton City School Adult Basic Literacy Education Program

Building the Skills To Manage Resources

Debbie Stowers and Michelle Miller teach in the Canton, Ohio Even Start Program, a component of the Canton City School's Adult Basic Literacy Education (ABLE) Program. Overall, the Canton Even Start program serves roughly 60 families per year in four sites. At the site described in this vignette, work experience and education are combined into a 30-hour work-based learning program located in a child care center. While children participate in preschool or elementary classes, parents participate in real work experiences in their child's school and the surrounding community and attend their own classes. Skill levels of program participants vary, from beginning reading to GED, but all have the common goal of developing skills for the workplace and family.

Since many of the Even Start mothers are moving from welfare to work, a primary focus of the program is developing employability skills. The 30-hour schedule allows parents to fulfill their welfare work requirement by volunteering at their child's school where academic, work, and parenting skills are integrated into work-based learning projects.

Teachers in the Even Start Program use a combination of strategies to develop the curriculum. Lesson planning generally begins by focusing on a Common Activity; then the Standards are used to build lessons. The lessons described here took place during the second year of the EFF field development process, in a class where many of the students were working toward a GED certificate. The Common Activity *Manage Resources* provided the context and the teachers began by designing the activity around the skill *Plan*. This story illustrates how students

Standards Used in This Canton Even Start Project

COMMON ACTIVITY

Manage Resources

Find, manage, share, and allocate time, money, and material resources in a way that supports your own needs, goals, and priorities and those of your family, community, and workplace.

- Identify those resources you have and those you need
- Determine where they are and how they can be obtained
- Use the resources in an efficient and effective manner
- Balance resources effectively for family, work, community, and self

Reflection

"We like the way EFF allows us to integrate ABLE, work-based projects, and parenting. With the hands-on, work-based learning we do to meet requirements for TANF students, it is a wonderful way to teach transferable skills students will need for the workplace."

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develop and apply a skill, assess their progress in consultation with teachers, and document evidence of this progress.

The adults in this program are developing work-related skills as they learn about activities and services in their community.

Origin of the Lesson

The year before, Debbie and Michelle's class had participated in a joint project with a local hospital. The project involved decorating sweatshirts that were then donated to Community Christmas, a local charity. The teachers had originally used the activity to help students develop and apply employability skills including *Cooperate With Others* and *Speak So Others Can Understand.*

Components of Performance for
Plan

- Set and prioritize goals.
- Develop an organized approach of activities and objectives.
- Actively carry out the plan.
- Monitor the plan's progress while considering any need to adjust the plan.
- Evaluate its effectiveness in achieving the goals.

This year Debbie and Michelle decided to use the sweatshirt activity as a way to teach the skill *Plan.* The teachers wanted to explicitly teach the steps to planning, using the Standard's components of performance as a guide. They also wanted to compare the activity to the previous year's activity, in order to see what if any change there might be in students' performance if they were first instructed in the skill *Plan.*

Using the EFF Framework for Planning

Using the components of performance, the teachers articulated what they would look for to know if their students were making progress. The students would be able to:

- determine when sweatshirts are to be completed
- determine the quality of work on each sweatshirt that will be acceptable
- identify the steps to complete all the sweatshirts
- identify resources needed to accomplish each step
- prioritize or put steps in a reasonable order
- determine who will be responsible for each step or activity
- determine how much can be accomplished each day
- stay on task
- problem solve as needed
- help others as needed when finished with own tasks
- determine if the work that was supposed to be done each day was done

The two teachers also designed a follow-up activity that would require students to apply this skill. Their goals were to reinforce the skill and allow the teachers to collect evidence of students' planning in other contexts.

Teachers are looking for progress toward one Standard while making explicit to students the practice and application of other skills.

Although *Plan* was the primary skill emphasized in this activity, the teachers structured the learning experience to develop other skills as well, including *Speak So Others Can Understand, Listen Actively, Cooperate With Others, Solve Problems, Reflect and Evaluate,* and *Take Responsibility for Learning.*

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What Took Place

The local hospital provided the materials and training. The goal was to decorate 25 sweatshirts to be donated to Community Christmas. Two student representatives went to a training session to learn how to decorate the sweatshirts with iron-on decorations and paint; they were responsible for showing the rest of the class how to do the task.

Before getting started with the work, Debbie and Michelle spent time with students going over new vocabulary words associated with the work and reviewing the steps involved in planning. They used the components of performance for the Standard as their guide and encouraged students to adapt the language to their comfort level. "We had to take time and really work through the meaning of each component of performance. We decided to simplify some wordings and keep some the same when using them in lessons. We attempted to make a planning form that would serve as evidence of student performance. This process required us to really break down everything we knew about planning into small pieces. This enabled us to help the students through the process better."

The teachers used the components of performance to facilitate the structured practice of "planning," a concrete and transferable skill.

They posted the planning steps on the bulletin board and held a group discussion to formulate a plan for completing the sweatshirts. It took about an hour to work through each step on the board. Then each student completed an individual planning form based on the group's work.

Students had opportunities to problem solve while carrying out the activity. They asked for guidance, as needed, from the students who were trained. Each provided assistance based on her own style. One student was a "big picture person" and always knew how many sweatshirts were done, how many were left to do, and kept in contact with Karen at the hospital. The other student representative was a "detail person" who helped all the students with decorating decisions and problems.

Because the student representatives took responsibility for leading the others, the teachers' role changed. No longer was the teacher in charge, deciding who would do what when. The students were now providing guidance.

The sharing of responsibility allows for many skills to develop through authentic activity. Here, students are "managing resources" and "guiding others" (Common Activities) as they coordinate and monitor the work.

"As planned, it took four days to complete 25 sweatshirts. Our benchmarks were based on the amount of work we thought we could complete in a day. We were actually ahead of schedule after the first day, even with only one iron, since the students were so very excited about the project. It was hands-on, to allow them to be creative. In addition, a few of the students had previous experience decorating sweatshirts, since we did the same project last year."

Individual Planning Form

Name Jennifer
Plan
1. What is the goal? (It needs to be clear and measurable)
The Santa Shirts should be done, cute and neat by 12/14
2. List the steps in order
1. Arrange our space
2. get irons, Scissors, Supplies
3. Put out patterns for Santa Shirts
4. Cut out patterns and arrange them
5. iron patterns on the Shirts
6. Put out paint
7) paint Select to Seal
3. What will be the indicators for determining if you are reaching the goal?
1. Space arrangement check, get supplies, explain
2. Complete pattern iron on and explanation
have at least one done
3. At the end of the 1st day I have all three Santa Shirts painted.
4. As you complete each step write what you did well? If you needed to make adjustments in the plan
Day 1 I feel I did a lot, we didn't what to planned on and we did a little more done
Day 2 We got all of the patterns, ironed on and we did have at least one done
Day 3 We were frazzled with the Commercial customer Santa Shirts
Day 4 We got our Santa Sweatshirts done
Day 5 We were all done on Santa Shirts
5. Looking at each benchmark, evaluate it's value. If there were problems, determine why. (Design)
Day 1 The only problem that we had was that there were not enough irons but we did what we could it.

Teacher Reflection

"A written planning form works very well for collecting evidence for the plan standard. Also, it works very well to follow through with the activity planned and complete an end product. It would be very difficult for students to be motivated to learn this standard without the real-life situation."

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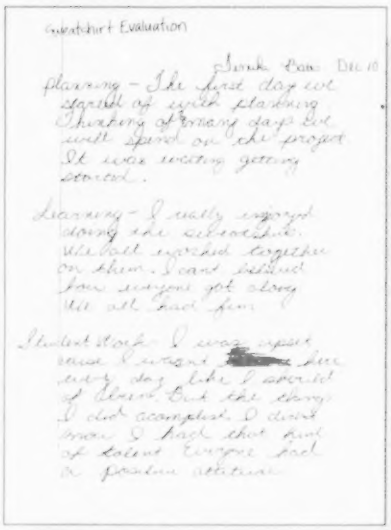
Sweatshirt Evaluation

Sarah Date: Dec 10

Planning - The first day we started off with planning. Planning of many days but we will spend on the project. It was exciting getting started.

Learning - I really enjoyed doing the sweatshirts. We had worked together on them. I can't believe how everyone got along. We all had fun.

Student work - I was upset because I wasn't [redacted] every day like I should of done. But the thing I did accomplish I don't know I had that kind of talent. I enjoy had a positive attitude.

Collaboration - I think Columbia Mills was ok for helping [redacted] supplies. That's a good idea for them to give awards for all the effort kids put into them.

Student Improvement - I think Denise and [redacted] Jennifer did a pretty good job. They both have very helpful during the project. She like helps us also and just a good idea.

Student Reflection
"By looking at them (EFF skills) one at a time I now know I can do it."

Knowing where students are before explicitly teaching a skill allows teachers and students to determine when progress has been made.

Looking at Student Performance

Before beginning this activity, the teachers reflected on what they believed the level of performance of their students was in *Plan*. The teachers felt that their students brought limited experience to the activity. "Most students have not had experience setting goals when they enter the program. The goals they do set tend to be very vague, such as, 'I would like to have a good job.' At the time I started this project, all students had some experience talking about goals and setting at least one goal in the area of a skill they would like to work on in class. But they had little experience in articulating how they would go about achieving the goal—in describing a sequence of steps. Their tendency was to just jump into a project without thinking about ordering tasks or what the end product should be like."

EFF supports development of metacognitive skills. Awareness of how we apply skills in various contexts enables greater choice and intentionality in using a variety of skills.

Completing the project in less time and with much less confusion this year was one indication that students had made progress in the skill of planning. At the conclusion of the activity, the students held a discussion session devoted to evaluating the plan and the project as a whole. They then followed with a written evaluation, which they placed in their work folders. The main observations made by those who had participated in this project last year was how fast they finished this year, how organized it was, and how well everyone worked together and got along. The students attributed this to their planning.

Students apply their skill to a new situation, demonstrating an increase in their ability (range and flexibility) to plan.

A Follow-Up Lesson

Teachers know that students need multiple opportunities to practice a skill before it can be considered as a developed competency. To give the students more practice with the skill *Plan*, teachers encouraged students to carry out another similar activity.

A local college class had given the class "lit kits." Each "kit" contained a collection of age appropriate children's activities centered around a particular children's book. The class decided it would be fun to make them for one another's children.

The teachers thought that this would be a good opportunity to observe whether students could use the skill of planning in another context. They asked students to prepare written plans before starting work on the lit kits, using the same planning form developed for the sweatshirt project. Students and teachers discussed benchmarks that addressed the quality of the lit kits before getting started.

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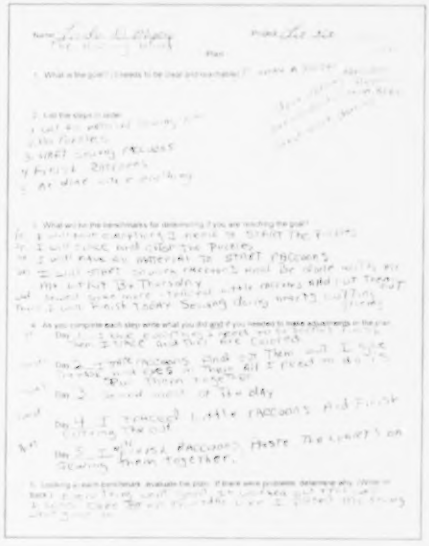
Again, there was explicit discussion of the components of performance for the Standard *Plan*. Debbie and Michelle listed the evidence that they wanted to collect from students:

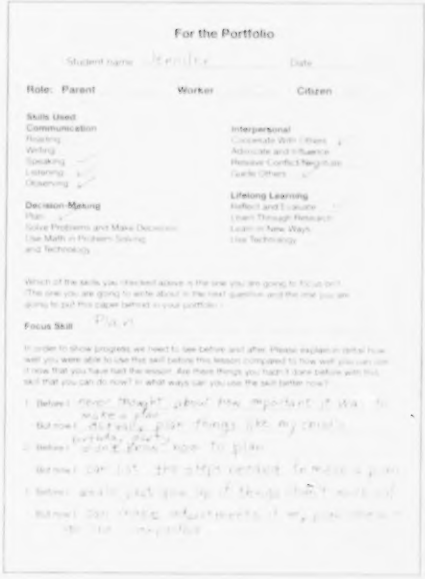
- writing a clear goal.
- documenting the plan along with the benchmarks on the planning form.
- jotting down each day's accomplishments.
- writing an evaluation on the quality of the finished product.

Lit Kit Evaluation Tenecka Bates
(Journal Entry)
Jan 28



Since Debbie and Michelle were interested in seeing what students could do on their own, this time students made individual plans without the benefit of the whole group discussions to help with decision making. In fact, almost all students were able to plan their work to meet the agreed-upon deadline for completion of the lit kits. Teachers observed that students also implemented their plans well: "Students not only produced a high-quality product, they also started work immediately, stayed on task, problem solved as needed, and helped others."

The students' work-based activities provided Debbie and Michelle with an example of how well students internalized what they had learned about planning and problem solving. In preparation for a school event students were asked to inflate 100 helium balloons in a very short period of time. As the deadline approached they realized that they would never complete the task using the individualized process they had begun. They stopped work and developed a coordinated plan to get the work done in the allotted time. And they succeeded! Debbie and Michelle used this success as an opportunity to discuss transfer of learning to other contexts. "Later, we reflected on the problem, the options, and how we applied them. We discussed how in our everyday lives we often solve problems or plan without taking time to write out each step. What's important is that we take the time to apply each step. The more we as teachers use EFF in our classrooms, the more we will have †such] teachable moments."


For the Portfolio

Student name: Jennifer Date

Role: Parent Worker Citizen

Skills Used
Communication
Reading
Writing
Speaking
Listening ✓
Observing ✓

Decision-Making
Plan ✓
Solve Problems and Make Decisions
Use Math in Problem Solving and Technology

Interpersonal
Cooperate With Others ✓
Advocate and Influence
Resolve Conflict Negotiate
Guide Others

Lifelong Learning
Reflect and Evaluate
Learn Through Research
Learn in New Ways
Use Technology

Which of the skills you checked above is the one you are going to focus on? The one you are going to write about in the next question and the one you are going to put this paper behind in your portfolio.

Focus Skill Plan

In order to show progress, we need to see before and after. Please explain in detail how well you were able to use that skill before this lesson compared to how well you can use it now that you have had the lesson. Are there things you hadn't done before with this skill that you can do now? In what ways can you use the skill better now?

1. Before I never thought about how important it was to make a plan
Now I definitely plan things like my parties birthday party
2. Before I didn't know how to plan
Now I can list the steps needed to make a plan
3. Before I would just give up if things didn't work out
Now I can make adjustments & keep trying

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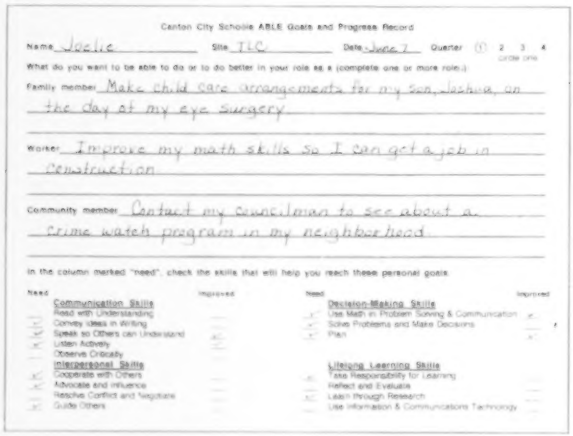
Documenting Student Performance

Canton Even Start student progress is documented in individual student portfolios. Portfolios are three-ring binders with the EFF Skills Wheel on the cover. Tabs divide the portfolios into 16 sections, one for each EFF Standard. Each portfolio begins with a student goal sheet on which the student can track progress toward goals and identify necessary next steps. As students complete work on learning projects like the ones described above, they put written work in a folder. At the end of every week, during "portfolio reflection time," students review their work and select one or two documents to include in their portfolios.

For each document included in the portfolio, the student attaches a form on which she describes how she has progressed in her use of the skill illustrated by the document. Jane Meyer, ABLE program coordinator, describes the portfolio system as "very flexible and highly individualized." For example, two students working on the sweatshirt project very likely might include their planning or evaluation sheets under different Standards. While *Plan* would be the most obvious choice, since this was the main Standard focused on, several students included their work under *Cooperate With Others*, since they felt they had made the most progress in this area. And one of the student leaders for the project put her evaluation under the Standard *Guide Others*, since she took great pride in the assistance she provided other students on the project.



Canton City Schools ABLE Goals and Progress Record

Name Jackie Site TEC Date June 7 Quarter 1 2 3 4 (circle one)

What do you want to be able to do or to do better in your role as a (complete one or more roles):

Family member Make child care arrangements for my son, Joshua, on the day of my eye surgery.

Worker Improve my math skills so I can get a job in construction.

Community member Contact my councilman to see about a crime watch program in my neighborhood.

In the column marked "need", check the skills that will help you reach these personal goals:

Need		Improved	Need		Improved
	Communication Skills			**Decision-Making Skills**	
	Read with Understanding			Use Math in Problem Solving & Communication	
	Convey Ideas in Writing			Solve Problems and Make Decisions	
	Speak so Others can Understand			Plan	
	Listen Actively				
	Observe Critically				
	Interpersonal Skills			**Lifelong Learning Skills**	
	Cooperate with Others			Take Responsibility for Learning	
	Advocate and Influence			Reflect and Evaluate	
	Resolve Conflict and Negotiate			Learn through Research	
	Guide Others			Use Information & Communications Technology	

Date July 1
On the front, under "improved," check the skills for which you documented improvement in your portfolio.

Progress I contacted my case manager to see if Josh could attend daycare on the day of my surgery. I spoke to my mother about getting Josh ready for daycare and put in the two days of my surgery. Took chapter math review test #8 & 9.

Next Steps Secure back up childcare if my mother can't watch Josh. Get more practice with word problems. Plan to take practice GED test on July 23. Make a list of notes regarding crime watch/why I feel it's necessary and call Councilman

Date
On the front, under "improved," check the skills for which you documented improvement in your portfolio.

Progress

Next steps

The program certifies in the Career Passport that the student has the skills necessary to perform in the workplace.

The accomplishments documented in student portfolios throughout the Canton Even Start Program form the basis for showcase portfolios called Career Passports that are created for each student at graduation. The Career Passport helps graduates from the Even Start program become employed. It contains formal documents that identify and describe marketable skills including the student's resume; a list of student competencies; letters of recommendation; and any awards or certificates the student has earned. The list of competencies is a summary of the skill development documented in the student's portfolio. This Career Passport becomes the graduate's credential. This system of portfolios and passports connects student goals, curriculum, learning activities, and credentialing for the program. According to Jane Meyer: "The Career Passport really helps students feel more confidence in the job interview. The description of competence, which is in essence a credentialing by the school, verifies the student's level of skill development. Employers love the Career Passport because it spells out specifically what the student can do. One employer compared the passport to a screening tool, which saves him time in placing the right person in the job."

Summary

The greatest benefit that using EFF has brought to Canton Even Start is the clear articulation of both program and student goals. From initial recruitment through graduation, EFF Standards permeate all activities. As a result, staff and students can easily communicate the thrust of the program to collaborating partners.

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Commentary

These three vignettes from Vermont Adult Learning, Sweetwater Union Division of Adult and Continuing Education, and Canton City Schools Even Start Program illustrate several important features of teaching with Equipped for the Future.

Contextualized Teaching

EFF helps teachers create meaningful, contextualized learning experiences that speak to what is common across diverse student learning needs and goals. The real-world elements of the EFF Content Framework:

- the four learner-identified Purposes
- the three Role Maps
- the 13 Common Activities adults carry out in all three roles

codify the common elements of adult experience. They create a common denominator teachers can draw on to contextualize learning, giving students a chance to develop and practice skills in real-world applications. As a result, students have the opportunity to develop and practice a broader range of skills, often with immediate payoffs in real-world results. In all three situations we see examples of how the Framework helps teachers use what might appear to be extracurricular activities—like a trip to the State House, or making sweatshirts for a Christmas Charity, or dealing with a conflict that arises between classes—as an opportunity to consciously build and practice a range of skills.

Intentional Teaching

The EFF Skills Wheel—a simple illustration of the 16 skills adults need to draw on to be effective in their roles as parents and family members, citizens and community members, and workers—and the EFF Content Standards, which define the components of performance for each of the 16 skills, are critical additions to the EFF toolbox. While the Skills Wheel makes explicit the range of skills adults need to build competence in, the Standards spell out what competence looks like for each skill. Looking at the lessons on conflict resolution in Sweetwater and planning at the Canton Even Start Program, it is clear how these elements of the Framework work to transform teachable moments into learning experiences. The Wheel helps programs like Canton Even Start that have incorporated a work experience component in response to TANF requirements to make explicit the skills development aspect of students' work projects. And having explicit descriptions of the components of performance of skills like *Resolve Conflict and Negotiate, Cooperate With Others, Plan,* and *Solve Problems* makes these skills as teachable and assessable as *Read With Understanding, Use Math to Solve Problems and Communicate,* or *Convey Ideas in Writing.* Teachers like Judy Wurtz, Eileen Peca, Debbie Stowers, and Michelle Miller use these Standards descriptions to help answer the questions "What will I teach?" and "What will I look for in student work?"

Reflection on Learning

The Skills Wheel and Standards also provide tools that enable students to become more active partners in their own learning. In the Vermont Adult Learning class Carolyn and her students used the Role Maps and Skills Wheel to figure out what skills they needed to work on in order to prepare for the visit to the State house and the meeting with State welfare administrators. Knowing what skills they would need to draw on to accomplish a new or unknown task, like testifying before a legislative committee or developing an application for a grant, enabled students to take on activities that otherwise seemed overwhelming.

Sweetwater's work on *Resolve Conflict* and Canton's work on *Plan* also illustrate how knowledge of what to pay attention to (provided by the Standards) enables students to monitor, reflect on, and even change their own performance. The Canton "balloon" story provides a clear example of how such metacognitive development facilitates the transfer of skills to new contexts.

Assessment of Learning

All three learning examples illustrate how grounding teaching and learning in authentic activity provides a real-world measure of accomplishment. To find out whether Carolyn's students can "speak so they can be understood," we can turn to the legislators and state administrators they addressed and ask, "What did they communicate to you?" "What is your impression of their ability to perform?" To determine whether Debbie and Michelle's students know how to plan, we can look for evidence that they completed the requisite number of sweatshirts by the due date.

Teachers in these programs continue to use more traditional assessments of learner progress and achievement as well, in skill areas where such tools exist. All three programs continue to have as a goal preparing students to earn a GED or high school credential, since the GED remains important as a benchmark of achievement with a broadly accepted meaning or value for students and communities.

Canton's Career Passports (described on page 84) are intermediate program credentials for graduates of the Canton Even Start Program who haven't yet earned their GED. Based on demonstrations of competence in student portfolios, the Career Passports are intended to directly communicate to prospective employers something about the range of work-related performances the employer can expect from a given student. In response to the time limits imposed under current federal and state welfare reform regulations, a number of education and training programs for welfare participants are using such credentials. For programs like these, where the goal is to prepare participants for employment in the local labor market, it is the student's actual performance on the job that gives value to the credential. If students can not perform in ways a program credential implies, the credential loses value, the program loses credibility, and students that graduate from the program with the credential no longer have an

assured passport to a career. The tight circle of accountability in such cases, based on relationships within a community, means that it is in everyone's interest—student, program, and employer—for the credential to have face validity. Inflated claims hurt everyone, so everyone works to make sure that the credential is an accurate representation of what the student knows and is able to do.

Such program-based credentials don't address the full range of student, program, and funder accountability purposes. For purposes of accountability to state and national funders and to assure portability of student credentials, there is a need for national consensus on benchmarks of student success that address performance across the whole circle of EFF skills. In the previous chapter, in the section titled Assessing Performance, we identified some of the specific tasks NIFL and the EFF Development Team have defined as necessary steps toward establishing performance levels for EFF Standards and building the capacity to assess performance against all of the Standards. In the next chapter, we will discuss some of the other broad system-level changes that would support teaching and learning aimed at building the kind of real-world results defined in the EFF Framework.

Inside the Classroom:
Keeping an Eye on the Big Picture

Inside Programs:
Keeping an Eye on Common Goals

Looking at the Whole System:
A Framework for Improving Service Delivery

CHAPTER 5

Equipped for the Future: A Starting Point For Standards-Based System Reform

"...the legitimacy and effectiveness of a systemic approach will depend in large part on its ability to strike a balance between the common culture and common needs of society as a whole and the diverse perspectives, needs, and strengths of subgroups and individuals within it. ...This balance could be facilitated by a system that combines a centralized vision and supportive infrastructure (top-down reform) with considerable responsibility, flexibility, and discretion at the local level (bottom-up reform)."[1]

—Jennifer A. O'Day and Marshall S. Smith

Building Consensus on Results

The vision of standards-based system reform is clear and straightforward. You build a broad consensus on what results the system should achieve. You develop standards that express that consensus in a clear and measurable form. Then you use those standards as tools for focusing all parts of the system on achieving the desired results. Teachers use the standards to guide teaching and learning. Curriculum and assessment specialists develop new tools that are based on the standards. Professional development focuses on building the knowledge and skills that teachers and other program staff need to implement the standards. Policymakers target resources on building the capacity of programs to prepare students to achieve the standards. Reporting frameworks at the program, state, and federal level are aligned with the standards to assure that teachers, programs, and states are held accountable for achieving agreed-on results. With all parts of the system geared to support common results, standards-based system reform leads to marked improvements in achieving those results, and society benefits by more students building the knowledge and skills they need to fully participate in the economic, political, and social life of our nation.

This is the vision. Getting there—bringing into alignment all parts and all levels of the educational system—is more complicated. That's why building broad-based, explicit consensus is such an important first step in developing standards. Unless there is broad agreement, first, on what the system should achieve, and second, on what knowledge and skills are critical to that achievement, there will not be sufficient will to implement the multiple changes in practice, governance, and policy that are necessary for all parts of the system to support the process.

Equipped for the Future is the first effort to develop a broad, explicit national consensus on what the results of the adult literacy and lifelong learning system should be. The National Adult Literacy and Lifelong Learning Goal was the starting point for this effort, because that

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goal articulates the broad social and economic ends that governors, the President, and Congress all agreed were important for the adult literacy system to achieve. NIFL invited adult learners to help us understand what achieving this goal meant in their lives, because learners are the primary customers of the system. The EFF team then proposed and built consensus on a framework for system results that merged these two key perspectives. In this framework, the four learner-identified purposes for learning served as a lens to identify the knowledge and skills needed to carry out the three adult roles reflected in the policy goals of elected leaders. Consensus was then built on content standards that codify the knowledge and skills central to effective adult performance in these roles. System reform based on these standards has as its goal to assure that every adult has the opportunity to develop the knowledge and skills needed to improve the quality of his or her life and help us move toward our goal of a fully literate America.

What are the key elements to consider in orchestrating a process of system reform? In her introduction to *Designing Coherent Education Policy: Improving the System*, Susan Fuhrman, Director of the Consortium for Policy Research in Education, summarizes the research on system reform in K-12 education. She focuses on three major elements:

1. **Explicit consensus on "ambitious outcome expectations"** for all students, including specification of the knowledge and skills to be expected of every student.

2. **Coordinating key policies in support of the outcome expectations.** Student assessment, instructional materials, teacher licensing, and staff development would all be tied to the frameworks. In that manner, key policies would send coherent messages about instruction.

3. **Restructuring the governance system to support high achievement by according schools more flexibility in meeting the needs of their students.** Higher levels of governance would focus on outcome definition and accountability and remove constraints on school practice. Schools would determine the instructional strategies most likely to foster student achievement of outcome goals.[2]

The process of aligning policies and governance practices to support achievement of "ambitious outcome expectations" can be visualized as a series of concentric circles, built around the core focus of system reform: improving teaching and learning to enable more students to achieve those ambitious goals.

Aligning the System: Identifying Necessary Changes

In order to begin to understand what kinds of changes would be necessary in the adult learning system to support achievement of standards, EFF involved 25 programs in 12 states in a field development process that was guided by the following questions:

- Are the EFF Draft Standards and other components of the EFF Content Framework reason-

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"An agreement on what should be taught and learned is an essential step in reform because it goes to the very heart of schooling, but it is certainly not the only action that must be taken. Assessments need to be updated, teacher training and certification need to be modified, and teachers need to know what is to be expected of them. ...All these steps are absolutely fundamental to making comprehensive school reform work, and without them the effort to reach agreement on what students ought to know and be able to do has much less meaning."[3]

—John Jennings

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able, useful, and appropriate tools for guiding teaching and learning in adult literacy and basic skill education? Are they appropriate for framing assessment of learning and reporting learner success and other program results?

- What other tools and resources are necessary for teachers and administrators to most effectively use the Standards and Content Framework to guide teaching and learning? What else is necessary to frame assessment of learning and reporting of learner success and other program results?
- Do the EFF Standards and Content Framework help you move toward your goals of more effectively addressing the learning needs of adults who come to your program? How?
- To use the EFF Framework, what characteristics and attributes do teachers need? What strengths do programs need?
- What are the barriers to using the EFF Framework in your classroom? In your program? In your state?[4]

Data collected from teachers, program administrators, and state administrators in response to these questions enabled us to refine the Standards and begin to put together a picture of the kinds of changes that will be necessary at each level.

Teachers in the field development sites emphasized the need for more time—for learning, for working with other teachers, and for planning and evaluating the classes or tutorials they teach. They also identified related needs for access to lesson and project ideas, curriculum materials, and assessment tools that other teachers have found to be effective.

Program administrators echoed teachers' concerns. Administrators focused on the need for more resources to support more time for teachers to develop new curriculum and new materials. They also identified a need for more resources for staff development, so that all teaching staff—paid and volunteer—have access to research about teaching and learning that will help them do a better job.

State administrators identified the most important need as alignment of assessment tools and accountability frameworks with the Standards. At a time when the use of available resources is increasingly driven by legislatively defined performance indicators, the only thing that counts is what there is a collective agreement to assess. If the consensus on what results are important to achieve does not lead to assessment tools and reporting requirements geared to those results, then it doesn't matter how broad the consensus is. Teachers and programs and states can go only so far in aligning daily practices with the ambitious out-

Reflections on Time

from Teachers...

"Time has also been an issue in regard to EFF. I believe that one of the most powerful aspects of EFF is in its use as an evaluation/reflection tool. Too often, we run out of class time and it feels as if we have barely scratched the surface with EFF."

—Karen Masada, The Reading Program

"I had no time to even think of EFF, and on reflection, I realize that is what happens too often in adult education. In trying to meet the demands of the moment, we lose sight of the long-term goal. I wonder if this could be one of the reasons that we have such a low retention rate." *—Johanna Donovan, Vermont Adult Learning*

"It is so difficult to meet the needs of the adult learner when we meet two nights a week and they don't have the time outside of class to devote to individualized work."

—Kathy Calvert, New River Community College

...and Program Administrators

"The need to schedule time on a shared computer really affects my ability to capture my reflections when they are fresh, and causes me to rush when I finally get access. The need for technology resources and the staff time for planning, reflection, and meeting are critical for the implementation of EFF.... I have requested funds in next year's budget to pay for staff meetings. If EFF [Standards are] to become our standards, we will need to make this kind of work part of our regular operation."

—Eleanor Lockwood, Windham Adult Education

"Our EFF implementation allowed us to bring together teachers who worked in different parts of our program. Lack of funding for teacher planning time has been a significant barrier to this in the past. Adult literacy teachers linked up with family literacy teachers. Staff began exchanging ideas and methods; they brainstormed to solve problems." *— Jane Knight, Knox County Schools Adult Literacy Program*

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comes identified in the EFF Standards and Framework before key incentives and resources must also be aligned to support achievement of those results. System reform requires the whole system to work together to achieve the results agreed on as important.

Aligning the System: First Steps Toward Change

While the adult learning system is a long way from the alignment envisioned, the EFF team knows what results it is trying to achieve. After nearly six years of field-based research that started with adult learners and has steadily expanded to involve all the customers of our system—employers, unions, skill standards voluntary partnerships, and institutions of higher education—and all the stakeholders—teachers, administrators, policymakers, and other supporters of adult education—many of the elements of EFF's new Framework have been put in place. The EFF team has developed a range of goal-setting and instructional tools—including the Role Maps and Standards Wheel—that enable learners to take increasing control over their own learning. Clear, specific Content Standards have been developed for each of the skills, and teachers find them useful in diagnosing specific strengths and weaknesses. A process has been initiated to determine what kinds of tools and approaches need to be included in EFF's new assessment system if it is to be useful for the whole range of assessment and credentialing purposes defined by learners, programs, and other system customers. And working with EFF partners in the workforce development system, the team is testing a process to define credentials based on external criteria of effective performance.

The next section of this chapter provides examples of how explicit consensus on the results of the system has made a difference for some of the partners in the EFF field development process. Since the primary focus so far has been on developing tools for use in the teaching-learning process, a more detailed picture can be offered of how the Framework supports results-oriented change at this level of the system. Examples are also emerging of programs and states using the Framework to align system parts for more effective service delivery and to communicate with others in a clear and straightforward way about how the adult learning system contributes to broader community and national goals.

Reflections on Accountability

"I think another element that should be brought into the big picture is the issue of open enrollment. Where and how will EFF Standards enter in when students drift in and out like they do. Performance indicators will be very hard to measure if a teacher sees a student once every month or so."

—Kathleen Calvert, New River Community College

"Everyone is coming up with standards and talking about accreditation or certification and the need for accountability. What if everyone comes up with something different and we spend half of our time trying to comply with multiple sets of standards?"

—Taylor Willingham, The Reading Program

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"...our understanding of what the essential resources are and of what constitutes quality in curriculum and instruction will change as systemic reform is implemented and as we understand more about teaching and learning. It will therefore be important to view standards as dynamic and supportive of the entire school system's learning to improve over time." [5]

—Jennifer A. O'Day and Marshall S. Smith

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Inside the Classroom: Keeping an Eye on the Big Picture

One of EFF's most important contributions to date is that it helps learners and teachers see the explicit connection between what happens in the classroom and what adults do in the rest of their lives. The EFF Role Maps enable students to place their individual goals in the context of a broader picture of what all adults need to do in carrying out their roles as parents, citizens, and workers. At the same time, the Skills Wheel enables students and teachers to identify the full range of skills they may need to draw on in order to carry out activities that are important in their lives. Looking at the Wheel as part of a goal-setting and initial assessment process, students can simultaneously see areas where their skills are already well developed and areas where they need further work. This helps them see the relationships among skills and between their own strengths and weaknesses.

"All newly enrolled learners attend an orientation of approximately two hours where they are informed of all program services. The EFF Role Maps have been included as a very basic and easy-to-understand form where learners indicate by personal choice the areas they need to improve, as family member, worker, and citizen. During the intake, a volunteer assessment counselor asks the learner to share past successes in each specific role and identify areas for improvement; that information is recorded on the back of the form that introduced the roles during orientation."

—Aglae St Lot, San Diego READ

Using the Role Maps and Skills Wheel

■ Kate Marc, a teacher at Richmond Read working one-on-one with a learner, documents the way in which using the Role Maps and Skills Wheel helped her student apply what he was learning in his tutorials to what he was doing in the workplace:

> My student is a 47-year-old man who was released from a drug treatment program in Washington, DC. He's reading on about a third-grade level. We started with the Role Maps. I asked him to help me with the EFF project and asked him where he would like to focus some of the work we do. He immediately chose the worker role...
>
> **Week 2.** We spent the whole hour on completing a Skills Inventory to see what strengths he had as a worker... As we went through the list of Worker Skills, Joel reflected upon each skill and used his knowledge about himself and his experiences to answer...
>
> **Week 4.** My original plan for this session was to reflect on the Skills Inventory Joel completed.... I didn't expect to hear that he had been offered a job promotion as a supervisor of the work crew on second shift. And that he used his knowledge of his strengths to evaluate the new job offer. So we talked a little bit about the pros and cons of taking this promotion. Then we began the goal-setting activity I had planned. My feeling was that now this is urgent—I want him to make his job decision in the context of a bigger picture.
>
> **Week 5.** I feel that working on this EFF project has been good for me as a tutor because it has forced me to keep on track with the worker role and helping my student to do a good job at work. He wants to learn to read better so badly and it would be easy for me to use a text series to move him along. But in the long run he'll be better off learning with work-related materials and information. The fact that he is already using the information gained from our tutoring sessions is encouraging.
>
> *—Kate Marc, Richmond Reads, Teacher-Tutor Logs, February-March 1998*

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■ Jill Gibbs, a Family Learning GED teacher in Greenville S.C., found that the Family Role Map and Skills Wheel inspired her to take a different approach to helping parents identify good books for their children.

Choosing Good Books for Your Children

At the family literacy/Even Start program at Greenville (SC) Elementary School, each of the adult students has a child in the program and serves as a volunteer in the school. The adults read books to children at home, during "parent and child time" in the school, and in the classrooms or tutoring sessions during volunteer time.

This series of lessons grew out of a planned book-buying trip to the school's book fair. A student asked "How will we know if we are making good choices?" All the parents in the program had limited funds and wanted to buy books they could afford and that were good literacy choices. ...To begin to answer the question, I suggested each parent bring a selection of books from home and then think about their children's reactions to these books. This led the parents to divide their books into three stacks:

1. My children really like and read or ask to be read over again.
2. My children read or ask for occasionally.
3. My children never look at or read.

I then had them assess the books in the first stack, and their brainstormed list became criteria for selecting books. But before accepting these criteria, the parents suggested they go to the library to look for other resources.

At the library, they looked at the posters listing Caldecott and Newberry Medal winners and talked with the librarian about the books children choose most often and about her own choices. They added these to their list, so that their final criteria consisted of:

1. **Pictures.** Are the pictures pretty and do they go with the story?
2. **Story.** Is the story a good one?
3. **Author.** Is the author a successful writer who has written other good books?
4. **Illustrator.** Has the illustrator done pictures for other books and were they good?
5. **Caldecott or Newberry Medal.** Has the book received a Caldecott or Newberry Medal or was it nominated to be in the top 100? Was it on any other medal nomination list?
6. **High interest level for child.** Is the book going to appeal to my child?
7. **Library suggestion list.** Is the book listed on the library suggestion list?
8. **Teacher suggestion list.** Has my child's teacher suggested reading this book?
9. **The words.** Is the language appropriate for my child's age level? Not too many words or has repetition in the words.

The parents used these criteria when they attended the book fair and selected books for their own children as well as for the children whom they tutor. After the fair, the parents went to the library and selected 10 books, which they evaluated in the classroom according to the criteria. Then, during the "parent and child time" in school, they had their children establish their own criteria for choosing books and took them to the library to select books that met those guidelines.

Promote Family Members' Growth and Development

Family members support the growth and development of all family members, including themselves

KEY ACTIVITIES

- Make and pursue plans for self-improvement
- Guide and mentor other family members
- Foster informal education of children
- Support children's formal education
- Direct and discipline children

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"The brainstorm started off predictably, with the students saying that education and the GED were the primary reasons for them coming to school. We pressed them, asking 'What kind of things do you want to get educated about?' and 'Why do you want your GED?' They started talking about wanting to be role models for their kids and wanting to be able to take care of their kids. From here, they began talking about not wanting to rely on anybody else—independence. One student started talking about wanting to be a role model to the community."

—Rebecca Garland, Teacher, Dorcas Place Parent Literacy Program

The adults shared their findings with the librarian and with other teachers in the school. As a follow-up activity, the class evaluated and sorted books received by the school from the Reading Is Fundamental (RIF) Foundation.

Reflecting on this lesson afterwards, Gibbs wrote: "I could have brought in a published list of criteria for choosing good books for children, but I wanted these parents to develop their own criteria. This did not seem difficult for them to do, and it demonstrated their ability to make choices and decisions, something they are sometimes reluctant to do."

In *Quality Education* Carnevale and Porro talk about the value of such an applied approach to learning:

> Available evidence suggests that the lack of transferability of academic learning into real-world environments can only be remedied by providing a different pedagogy that mixes academic and applied learning. The integration of academic and experiential learning serves a variety of purposes critical to educational reform, the modernization of work, and improvement in the quality of community life.
>
> Applied learning ends the isolation of schools from communities and workplaces. Applied learning leavens academic curriculums with the authenticity of experience. Applied learning allows for the development of lifelong learning systems that utilize schools, workplaces, and communities as learning environments.[6]

In addition to demonstrating these benefits of applied learning, the two examples cited above also show the ways that teachers and students use the Role Maps and Skills Wheel to encourage the development of reflection and self-monitoring skills. The development of these metacognitive skills is important for students' ongoing learning—and for facilitating transfer to other applications.

Amy Trawick, Coordinator of the ABE Program at New River Community College, sums up this aspect of the EFF Framework:

> "[It] gives teachers a tool to help learners see the connections and a terminology to use in talking about such complicated things as LEARNING and LIFE. Over and over again, teachers sharing on the listserv have commented something to the effect that…the students are now 'seeing what they do in each lesson as part of the big picture.' The connections have already existed; student awareness of these connections has not."[7]

■ Welfare participants attending classes at the Canton City Schools Even Start Program also work for the program to fulfill their Welfare-to-Work requirement. One group of students was concerned that, as parents, they were not effectively teaching and supporting their children's use of math. Through the Family Member Role Map, they decided to support their children's formal education by hosting a family math night at the local elementary school:

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"What I've found is that the roles are great for initiating and relating the role of education to our learners. If I jumped in at the beginning of the year and said, 'This class will help you manage your resources,' I would have gotten some blank stares. But when I said to them, 'This class will focus on defining the worker role and how you use skills in your work/student life,' they saw the need for that. Many of our students are ASPIRE volunteers—welfare to work—or in retraining so the words 'work' and 'student' connected them to the purpose of why they were there."

—Jen Ladd, Atkinson Adult Learning Center

Working as a team, the participants developed a budget for the event and wrote a proposal to the school principal. When the proposal was accepted, they researched teaching strategies for parents to use to teach math to children and designed and planned appropriate activities to explain these. They arranged logistics for the math night, planned refreshments and obtained them from community sources, and identified and collected the materials they needed. To advertise the event, they used computer word processing and desktop publishing to write, format, and publish flyers, which they distributed.

Prior to the event, the team developed specific criteria they would use to evaluate its success and determined how to collect the data. After hosting the family math night, they met to discuss the event and wrote up a report, including improvements they would have made. They also documented the skills they used from the EFF Standards, collected evidence of performance for their individual portfolios, and translated the "family" learning into a "work" context.

All these evaluations led to the same conclusion: the family math night was a resounding success.

March 16, 1998

Dear Parent(s),

You are invited to a family Math Night at Lathrop School on April 8 at 6:00 pm. We will have fun and educational math activities for you and your child(ren) to enjoy together. These "hands on" games will include sorting and graphing with jelly beans, problem solving with the "Balloon Race" and practicing math facts with dominoes.

Door prizes will be awarded, refreshments will be served and a special take-home packet will be given to each participating family.

DO NOT MISS THIS FUN-FILLED NIGHT AT LATHROP SCHOOL!!!

Teaching for Results

In addition to describing how using the Framework enhances learning for their students, teachers also described how using EFF affected their approach to teaching.

"Even though I've felt that I was reasonably good at helping students to articulate their goals, I found that the structure of the roles made visible on paper helped students to say more, and, I suspect, set more significant goals. For example, a young mother of two volunteered that she had never registered [to vote] and that she'd like to do that and prepare to vote. I doubt that would have come out in past, less focused, conversations."

—Caroline Beverstock, Project Read – San Mateo County

"I feel that this is really what EFF is about.... I am working hard at making the material relevant to their lives. I am making sure that students know that the info we learn in one area carries over to another. I find myself applying the EFF Framework to other classes. It just sort of spills over. The government students are now actually writing letters to officials on current issues."

—Janet Weil, Mt. Diablo Adult Education

"EFF conceptions of broad roles and purposes have encouraged me to expand the way I view individual lessons. I used to plan so that a specific learning activity would take up the hour or hour and a half that I spent with a student; a full circle, beginning to end. I felt that this was to the student's advantage—the preview, presentation of new concepts or materials, and then closure.... [Now] I like to think of activities less as series of closed cir-

cles and more as an educational spiral. I can link one week's lessons to the next simply by considering student work as moving toward 'independent action' or attaining greater 'voice.' With overarching views such as that, I can begin to think of my work with students as fitting a continuum of learning, which is the way I like to view attainment of literacy in general."

— Jim Carabell, Vermont Adult Learning

Amy Trawick again offers a broad summary:

"So what does the EFF Framework have to offer? To teachers who are caught in the GED emphasis on 'academic' skills, it is a call to ponder the relevance of these skills to the real world and to build on these skills in the classroom with lessons that disclose this relevance. It also offers an avenue of strengthening the learners' expectations for themselves. The Framework might lead a GED teacher to ask, 'How will the GED help you meet your purposes for learning and the roles you have in your life? Are there other things you would like to learn to enhance these areas?' To teachers who are already life-skill focused, it offers what I think is an improved way of communicating the connectedness of learning to living and for outlining the skills needed. For both sets of practitioners, the Framework should be helpful as a planning tool to make teachers more intentional in connecting lessons to life—and more structured and thorough in the way those lessons are planned."

—Amy Trawick, New River Community College

Learners as Partners

Teachers using EFF report that explicitly focusing on the connectedness between learning and life not only changes the content (and application) of learning, but also the relationship between teachers and tutors and their students, and between students and their own learning:

"EFF is making me THINK more, reconsider what I teach and how I teach. I'm asking the students more how they feel, what they've learned and how they can use what they're learning in their lives. I'm encouraging the students to participate more in class and in their communities. I find myself often using the 'Wheel' as a checklist."

—Maggie Moreno, Harris County Department of Education

"Students' involvement in their own learning has been the major outcome of this training. Compared to years past, students came more prepared for class, they stayed involved at a far higher level, and they attend with greater regularity. ***Although the emphasis has been shifted from getting a GED to being prepared for the future, more students have received a GED this year.*** Additionally, we have observed more students taking independent action, whether in asking for a raise at work or inquiring about a child's grades at school."

—Sara Mansbach, Greenville, S.C., Family Learning Team

"EFF helps to tear down some of the us/them mentality that new tutors often bring to their tutor training. The substantial differences between thinking in terms of teaching

In response to the question "What did using the EFF Framework help you do?" students answered the following:[8]

- "Helped me be able to save more money and buy my home."
  —Atkinson Adult Learning Center
- "Figure out how to adjust my schedule to have more time with my children."
  —Blackwater Community School
- "Feeling comfortable answering questions without being embarrassed about making a mistake."
  —Center for Literacy
- "Helped me find books and help my children gather information."
  —Harris County Department of Education
- "Learn new ways of looking at things."
  —Knox County Adult Literacy Program
- "Made me aware of where and how to use information to get jobs from jail."
  —New River Community College
- "I understand better how to talk to everyone at work, including my supervisor."
  —Richmond READ
- "I have better understanding of speech and reporting on TV and radio."
  —San Diego READ

(continued on page 97)

reading, writing, speaking and listening and thinking of access, voice, independent action, and bridge to the future helps new tutors realize that these are their own purposes as well, that they are not so very different from their prospective students."

—Caroline Beverstock, Project READ – San Mateo County

"I especially notice a greater bond between the teacher and the learners in these classes/tutorials. Learners usually call if they cannot make a session. A relationship of commitment develops that is far superior to that of other classes in which missing one class leads to two absences and then three and then it is just easier to drop the class entirely. Somehow EFFers have more of an investment in their learning and a curiosity about what is next."

—Barbara Goodwin, Massabesic Adult and Community Education

"The whole class changed from negative, non-involved, high absenteeism adult students into an actively involved, always-there group of students. More work got done, and students said it had meaning because they were applying what they had learned."

—Etta Shirley, Little Singer School, Birdspring Reservation

"I used to think that I was very in touch with the students and their needs. I thought that I had always assessed their needs quite well through my own observations, with regular individual student-teacher interaction and reflection. However, when I approached the students more formally and asked for their wants and needs as an organized whole class activity, I learned a few things that were both interesting and surprising. Working with EFF has taught me the value of including the students at every step of the way in their schooling, and if a teacher follows that advice, the students will not only offer many valid suggestions but also this process will lighten the load of the teacher."

—Eileen Peca, Sweetwater Union Division of Adult and Continuing Education

"I truly believed that I was a learner-centered teacher because I let students do certain things, like give input to the curriculum, keep their own portfolios, and evaluate me and the class. I think I was afraid that if I turned too much over to the students I wouldn't be needed anymore—they'd be doing my job. I discovered that, thankfully, I am still needed, but for different reasons and as a result I needed to develop new strengths."

—Ann Marie Barter, Windham Adult Education

Teachers point to many of the same features of the Framework as the catalysts for both the shift in student-teacher relations and the shift in content. By changing the terrain of learning from what teachers are expert in (academic skills) to what students know something about as well (skills applied in real-life contexts), the EFF Framework seems to encourage more of an active partnership between teachers and learners. By making the content of that new terrain more explicit—through the Role Maps and Skills Wheel and specific Content Standards—the Framework also levels the learning field. Because students see how what they are learning can

Student Responses, (continued from page 96)

- "*Reflect and Evaluate* helped me to understand my way of learning and correcting my work and myself."
  —Sumner Adult Education Program
- "I don't have to ask the price of a shirt if it is 33% off. I know how to figure it myself."
  —Ten County Coop Adult Education
- "I've learned to take notes about important issues I wish to discuss with fellow students and Center staff."
  —Wilkes Community College
- "EFF helps me look closer at the things I do and helps me realize there is room for improvement."
  —Windham Adult Education

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"Teachers' perspectives changed with the infusion of EFF into their ways of teaching. They began letting go of total control in the classroom and moving beyond the textbook into real-life issues. They built a community in the classroom and retention increased."

—Adriana Sanchez-Aldana, Sweetwater Union Division of Adult and Continuing Education

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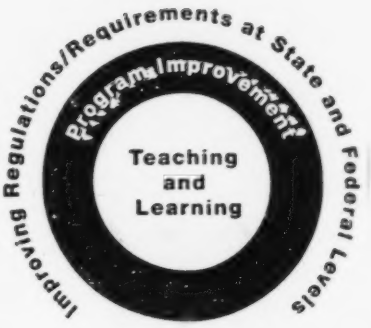
make a difference in other parts of their lives, they are "empowered" to take a more active role in shaping what goes on in the tutorial or classroom.



Inside Programs: Keeping an Eye on Common Goals

Program administrators have found the EFF Framework's clear focus on results useful in communicating program goals—and sharpening the focus on those goals—both inside and outside the program. Eleanor Lockwood, Director of Windham Adult Education in Maine, talks about how she used the EFF Framework in the hiring process, to communicate to prospective teachers the program's focus:

> "When we interviewed prospective teachers we gave each candidate a copy of the Skills Wheel and asked them how they would incorporate these skills into instruction. We looked for teachers who espoused a learner-centered approach, who understood the adult roles of learners, and who included real-life application of skills in their teaching. We had requested additional funds in our budget to provide for monthly curriculum sharing meetings focused on EFF, and included attendance at these meetings as an expectation when we interviewed."

She also talks about using the Framework to communicate with outside audiences:

> "With the encouragement of an advisory council that made the connection between EFF and economic development [an issue in our community], I was able to use the idea of Standards to persuade funders to invest in our infrastructure. In one year, we increased our secretarial coverage to full-time, increased our ABE Coordinator/Instructor to full-time, and added a part-time Workforce Education Coordinator. It made sense to the school board and town council that, if we were to raise our standards, we needed a different structure to do it."

Both internal focus and external communication are also important to Barbara Goodwin, Director of Massabesic Adult and Community Education:

> "...The Standards have changed my perspective about how and why we provide instructional services to our learners. EFF has made me realize that I need to focus on accountability, our student intake process, and supervision and evaluation to a much greater extent than I have in the past....
>
> "Because directors need to be accountable locally to their learners, teachers, community members, superintendent, school committee, and legislators, I believe that one big piece of accountability lies with educating the school committee about EFF. My superintendent and board members think of EFF as adult education learning results; this gives them a framework in which to understand it. My task this fall will be to make a presentation to

the Board of Directors with a plan to increase the diploma credit requirements by substantiating the need based on the EFF Standards."

Taylor Willingham, Director of the Santa Clara Reading Program, adds:

"I am also finding that EFF is a powerful tool for communicating to those who fund us. We are always struggling with how to define literacy to people who think in terms of reading and writing. They do not always recognize the breadth of services and support we offer to inmates and clients of recovery programs. I am really appreciating having a tool to help them expand their vision of what we do and who we are."

Jane Meyer, Director of the Canton City Schools ABLE Program, emphasizes how EFF also helps programs let the broader community know what the real work of adult education is:

"I have no trouble explaining what we do when I use the EFF Framework. Service clubs such as Rotary and Kiwanis have responded to the Role Maps and Framework in very positive ways. They see EFF giving them the workers they want to hire, neighbors they want next door, and family members they want to know."

■ Shirley Wright, Director of the Adult School in Atkinson, Maine, provides a concrete example of how the program used the EFF Role Maps to help build a new bridge between their program and the broader community.

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a chance to meet friendly people from your community

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(This time can count for your JOBS work requirement)
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Lathrop Elementary and Coleman Child Care Center

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In Atkinson, Maine, there are few employment opportunities in the community. Welfare-to-Work participants at the Adult Learning Center fulfill their work placement requirement through the program itself. In 1998, participants decided to help dispel the community's stereotype of "welfare recipient." Using the Citizen/Community Member Role Map, they decided to become involved in community projects to:

- Show that welfare recipients were "givers," not just "takers."
- Get to know others outside of their circle.
- Learn about their community to become part of it.

Atkinson was celebrating its 175th birthday that year, and the Welfare-to-Work participants focused on that in planning their work projects, which included:

- Cleaning, landscaping, and maintaining the historic town cemetery.
- Mowing lawns and performing garden and yard work for the town and community.
- Fixing porches and roofs on public and community buildings.
- Cleaning, painting, and maintaining town buildings.
- Painting the Adult Learning Center.
- Staffing the committee for the town's birthday celebration.

Participants formed work teams, with each team electing a leader. The team leader was responsible for keeping time records, making sure the work progressed according to the timetable set by the team, negotiating conflicts when necessary, and man-

Atkinson Learning Center designs chamber brochures

DOVER-FOXCRAFT — A collaboration between SAD 68 Adult Education and the Southern Piscataquis County Chamber of Commerce has resulted in a series of new promotional brochures. The materials will be distributed through the chamber, at regional bed and breakfast establishments, and mailed in vacation packages to people who ask what the region has to offer.

According to Jennifer Ladd, technology instructor at the Atkinson Learning Center, the idea for the project originated with Dennis Lyford. The executive director of SPCCC first got the idea when he saw a student-produced career brochure on a bulletin

aging the team. Leaders met once a week with the teachers and program director to monitor progress, solve problems, and support each other.

The work teams planned and mapped out their projects, set timetables and budgets, assigned tasks, gathered the necessary materials (staying within budget), and monitored the quality of their work. They learned and applied skills from all of the EFF Standards and were able to document their learning.

The community's response was very positive. Residents were thrilled with the work the teams accomplished, particularly because the town had previously been unable to repair or paint the buildings. The birthday celebration was bigger and better than anyone had anticipated due to the time and effort the students spent.

Looking at the Whole System: A Framework for Improving Service Delivery

System reform requires more than changes in individual programs. It also requires that the new definition of results that matter drives changes in policies and governance. Maine and Washington, two of the states that have been part of the EFF field development process, have determined that the EFF Framework matches their own vision of results that matter. Both have developed State Plans under Title II of the Workforce Investment Act that describe a program of system reform to achieve these results.

Both states saw the importance of articulating a clear vision of results as a starting point for system reform, and both were attracted to EFF because of its strong customer focus. Bob Crotzer, administrator of the Adult Basic Education program in Maine for the past 25 years, talks about this match in an interview published in *The Maine Fertilizer*: "EFF gives us a framework for refining learner-centered instruction more keenly to the individual's life goals and needs. What is different and emphasized with EFF is the accountability piece. At the national and state levels, the public is crying for accountability. …In Maine, Learning Results [a program for the K-12 system] has been a response to people who ask, 'What is it that students get as a result of what we spend on their education?' The same question is being asked in adult education."

Maine Adult Education has adopted the EFF Content Framework because of its learner focus. According to Crotzer,

> "…When adults come to us…, we need to understand that they come to us as parents and family members, community members, and workers, and most of their needs correspond to those roles. Once we know what the adult learner wants to learn, we can determine [which] standards we need to meet to make sure that happens…. When you really get down to it, who are we most accountable to? I think we're most accountable to the stu-

dent. If we're accountable to the student, then it's easy to be accountable to funders, legislators, and state and federal departments of education."[9]

For Israel Mendoza, State Director of Adult Learning in Washington, part of the attraction to EFF was the clear message it communicated to other agencies. Coming to the position of Director of the Office of Adult Literacy in the Community College system after more than 20 years in the Department of Employment Services, Mendoza knew the importance of a strong vision:

"As we thought about our vision for the future we knew that the opportunity to state who we are, what we value, and where we are going could not be missed. The vision had to make sense. It needed to be so logical that everyone who read it would feel that we were stating the obvious and that the vision we had for our students was in fact something that each and every partner wanted for their clients/customers. EFF provides this."[10]

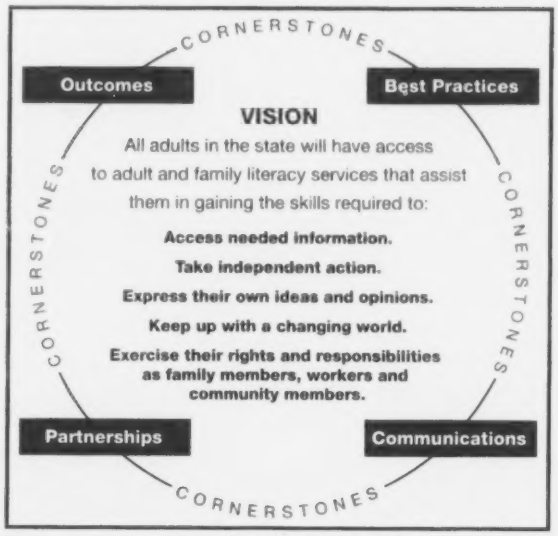
The vision for Washington's state plan focuses on the learner-identified purposes that are the heart of the EFF framework. It reads:

"All adults in the state will have access to adult and family literacy services that assist them in gaining the skills required to:

- Access needed information
- Take independent action
- Express their own ideas and opinions
- Keep up with a changing world
- Exercise their rights and responsibilities as family members, workers, and community members.

This vision for student success will drive all aspects of redevelopment in the adult and family literacy system. It will be seen in all goals and activities and serve as a reminder of what it is the system needs to do and why it needs to do it."[11]

Building Blocks For Redevelopment of the Service Delivery System


CORNERSTONES
Outcomes
Best Practices
VISION
All adults in the state will have access to adult and family literacy services that assist them in gaining the skills required to:
Access needed information.
Take independent action.
Express their own ideas and opinions.
Keep up with a changing world.
Exercise their rights and responsibilities as family members, workers and community members.
CORNERSTONES
CORNERSTONES
Partnerships
Communications
CORNERSTONES

Washington State Plan for Adult and Family Literacy

The five-year plan for implementing this vision focuses on three areas:

1. Infusion into program delivery
2. Integration into the Assessment System
3. Targeted dissemination throughout the System.

The plan stresses increased coordination between service systems to move toward greater responsiveness, accountability, and learner achievement. It describes the goals of the system in conjunction with other organizations that provide employment, family support, social services, and education to the same adults and proposes that "success will be measured by the effectiveness of the system as a gateway for adults to gain the knowledge and skills they need for their roles in their families, at work, and in their communities."[12]

Washington's goal for dissemination gets at the heart of the difference between system reform in the K-12 system and system reform in adult literacy and learning: the need for a "common language for communication with students, providers, stakeholders" across the many diverse

agencies within the system. According to Mendoza: "The EFF Framework provides a way to pull together the programs and services that have always looked like discrete and unrelated efforts to our partners—and to us! EFF has helped us see our various programs as a system with a common base rather than separate programs all competing for scarce resources. This refocus has been very important."

Donna Miller-Parker, the Director of Washington's State Literacy Resource Center, articulated one vision of how EFF could meld discrete programs into a seamless system:

- All partners who have any contact at all with the adult education system—schools, teachers, students, social service agencies, employment and training, business, labor, corrections, family literacy, GED programs, volunteer tutor programs—would be familiar with EFF's Purposes, Role Maps, Skills, and Activities.
- All providers of adult education would understand how the services they provide address those skills and activities and support learners in their various roles.
- All partners (see first bullet) would have a good picture of the overall system and the part that each provider plays.
- This could lead to portfolios that learners carry from program to program within the "system," reinforcing the idea that learning continues to build, and every learning experience is part of the lifelong learning plan for an individual.[13]

This vision is not far from one put forward by Tony Carnevale in *Education and Training for America's Future*:

> "Our ultimate objective should be to create a ***high-performance education and training system***, a decentralized one that would preserve the autonomy of individuals and institutions, while using standards to guarantee constant quality and overall efficiency. Such a system would be relatively indifferent to where learning occurred, so long as providers were accountable to individuals, governments, business, and other final consumers. Usable information would preserve and enhance the flexibility of education and training markets, gradually eliminating existing institutional and technological barriers to lifelong learning."[14]

These visions suggest how a system unified by common goals, with all parts aligned to achieve those goals, could more effectively serve adult learner needs.

Equipped for the Future: A Starting Point for Standards-Based System Reform

The EFF Content Framework and Standards provide a starting point for system reform. The vision they offer of what results are important for the adult literacy and lifelong learning system to achieve is consistent with existing federal legislation and the goals of adult learners. Developed and validated through an inclusive consensus-building process, this framework of purposes, roles, and standards constitutes a broad "curriculum framework" for adult learning that states and programs can use to guide their own curriculum development processes to assure that teaching and learning focuses on results that matter.

Equipped for the Future can be the first step to a cohesive "high performance adult learning system." It spells out a consensus vision of what results are important, offering a common language that all the diverse partners and customers and stakeholders can use in taking on the hard work of aligning all parts of the system to support achievement of those results.

NIFL will continue to be involved in developing tools that support the use of Equipped for the Future. But the actual work of system reform depends on the efforts of everyone. We hope you will use the materials provided in this guide and in other EFF documents to help us take the next steps toward building that more effective system.

Footnotes

Chapter 1: A Definition of Adult Literacy for the 21st Century

[1] John D. Bransford, Ann L. Brown, and Rodney R. Cockings, eds. (1999). *How People Learn: Brain, Mind, Experience, and School.* (Washington, D.C.: National Academy Press), p. 3.

[2] *How People Learn*, p. 4.

[3] *How People Learn*, p. 4.

[4] National Education Goals Panel (NEGP) (1993). "1993 National Education Goals Report: Building a Nation of Learners."

Chapter 2: Building the Framework

[1] National Commission on Excellence in Education (1983). *A Nation at Risk: The Imperative for Educational Reform.* Washington, D.C.: U.S. Department of Education.

[2] American Management Association (1999). *Workplace Testing: Basic Skills, Job Skills, Psychological Management.* (New York: AMA).

[3] Michael Weinstein, "Without Training, Welfare Overhaul May Falter," *New York Times,* August 26, 1999, p. C6.

[4] Pamela Loprest (1999). *Families Who Left Welfare: Who Are They and How Are They Doing?* (Washington D.C. The Urban Institute).

[5] Michael R. Bloom and Brenda Lafleur (1999). *Turning Skills Into Profit: Economic Benefits of Workplace Education Programs.* (NY: The Conference Board), p. 3.

[6] Richard Murnane and Frank Levy (1996). *Teaching the New Basic Skills.* (New York: The Free Press), p. 3.

[7] Irwin Kirsch, Anne Jungeblut, Lynn Jenkins, and Andrew Kolstad (1993). *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey.* (Washington, DC: National Center for Education Statistics).

[8] OECD/Statistics Canada (1995). *Literacy, Economy, and Society* (Paris: OECD). The seven countries participating in the IALS in 1994 include Canada, Germany, the Netherlands, Poland, Sweden, Switzerland, and the U.S.

[9] *Turning Skills into Profit*, p. 3.

[10] Sondra Stein (1995). *Equipped for the Future: A Customer Driven Vision for Adult Literacy and Lifelong Learning.* (Washington, DC: NIFL). All student essays quoted on pages 5-6 are from this publication.

[11] *Equipped for the Future* (1995), p. 5.

[12] Lori A Weiss (1995). *Adult Education: Measuring Program Results Has Been Challenging.* (Washington, DC: US GPO), p. 23.

[13] Lisa Kuhmerker (1996). "Dialogue: Robert Kegan talks with Lisa Kuhmerker," *World Psychology*, Vol. 2. (New York), p. 5.

[14] For a fuller description of the research process see Juliet Merrifield (1999), "Equipped for the Future Research Report, 1994-1997" (Washington, DC: NIFL).

[15] As a result of discussions with officials of the U.S. Department of Labor (including Raymond Uhalde, Gerard Fiala, Robert Littman, and Donna Dye), the Worker Role Map synthesis was conducted by Louise Bertsche and reviewed by Michael Campion for consistency with O*NET.

[16] See Appendix A for definitions of each Common Activity and a matrix of the relationships between Common Activities and role-specific Key Activities.

[17] See Appendix C for a full listing of the states, programs, and teachers who participated in the field development process.

[18] See Appendix B for documentation template. See Chapter 3, The 16 Standards, "Insights From Field Research" for examples of the reports NIFL received from field sites.

Chapter 3: The EFF Standards and How They Work

[1] Anthony P. Carnevale and Jeffrey D. Porro. *Quality Education: School Reform for the New American Economy* (American Society for Training and Development, for U.S. Department of Education, OERI, 1994), p. 9.

[2] See EFF Common Activities Matrix in Appendix A for definitions of these activities.

[3] Bert F. Green, "Setting Performance Standards: Content, Goals, and Individual Differences," William Angoff Memorial Lecture, November 6, 1995 (Princeton, NJ: Education Testing Service, 1995).

[4] Hanna Arlene Fingeret and Cassandra Drennon. *Literacy for Life* (New York: Teachers College Press, 1997), p. 62.

[5] Part C, Title II, Elementary and Secondary Education Act of 1965. The REA was enacted on October 21, 1998, by P.L. 105-277, the Omnibus Appropriations Act of FY1999.

[6] Merlin C. Wittrock, "Testing and Recent Research in Cognition," in *Testing and Cognition*, eds. Merlin C. Wittrock and Eva L. Baker (New Jersey: Prentice Hall, 1991), pp. 11-12. (Source: M.C. Wittrock and R Kelly. "Teaching Reading Comprehension to Adults in Basic Skills Courses." Final Report, University of California at Los Angeles, Graduate School of Education, Vols. 1-3.)

[7] Lillian Smith, "Words That Chain Us Words That Set Us Free," in *The Winner Names the Age*, ed. Michelle Cliff (New York: WW Norton, 1978), p. 149.

[8] James Gee. *Social Linguistics and Literacies: Ideology in Discourses* (Bristol, PA: The Falmer Press, 1990), p. 94.

[9] Daniel Goleman. *Working With Emotional Intelligence* (New York: Bantam Books, 1998), 176.

[10] Gary D. Borich, with contributions by Debra Bayles Martin. *Observation Skills for Effective Teaching*, 3rd ed. (New Jersey: Prentice Hall, 1999), p. 7.

[11] Kevin Collis and Thomas A. Romberg. "Assessment of Mathematical Performance: An Analysis of Open-Ended Test Items," in *Testing and Cognition*, pp. 100-101.

[12] Jack Mezirow. "How Critical Reflection Triggers Transformative Learning," in *Fostering Critical Reflection in Adulthood*, ed. Mezirow and Associates (San Francisco: Jossey-Bass, 1990), pp. 7-8.

[13] Andrea Barrett (1998). *The Voyage of the Narwhal.* (New York: W.W. Norton & Company), pp. 164-5.

[14] Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam, 1995), p. 42.

[15] Thomas Jefferson (1816) letter to John Adams, in Frances Moore Lappé (1989) *Rediscovering American's Values.* (New York: Ballantine Books), p. 186.

[16] Deborah Johnson (1995). "You Have to Be Able to Make a Difference," in Sondra Stein, ed., *Equipped for the Future: A Customer Driven Vision for Adult Literacy and Lifelong Learning.* (Washington, DC: NIFL), p. 76.

[17] Stewart Levine. *Getting to Resolution.* (San Francisco: Berrett-Koehler Publishers, 1998), pp. 4-5.

[18] Laurent A. Daloz (1999). *Effective Teaching and Mentoring.* (San Francisco: Jossey-Bass Publishers), p. 17.

[19] Sue E. Berryman, "Education and the Economy: A Diagnostic Review and Implications for the Federal Role," Institute on Education and the Economy, Occasional Paper No. 1, (New York: Columbia University, 1989), p. 17.

[20] Claire Weinstein and Debra K. Meyer. "Implications of Cognitive Psychology for Testing: Contributions from Work in Learning Strategies," in *Testing and Cognition*, p. 41.

[21] Robert Fisher. *Teaching Thinking: Philosophical Enquiry in the Classroom* (London: Cassell, 1998), p. 9.

[22] Sylvia Scribner and Patricia Sachs, with Lia Di Bello and Jessica Kindred. "Knowledge Acquisition at Work," Laboratory for Cognitive Studies of Work, Technical Paper No. 22, (New York: City University of New York, 1991), p. 1.

[23] Joan N. Burstyn, ed. (1996). *Educating Tomorrow's Valuable Citizen.* (New York: SUNY Press), p. 195.

[24] Described above, pp. 16-17, in the section "Standards for Standards."

[25] Juliet Merrifield. "Contested Ground: Performance Accountability in Adult Basic Education," NCSALL Reports #1, (Cambridge, MA: Harvard Graduate School of Education, 1998), p. 2.

[26] Barry G. Sheckley and Morris T. Keeton. *Improving Employee Development: Perspectives from Research and Practice.* (Chicago: CAEL, 1997), p. 16.

[27] 22% of adults surveyed in 1992 for the National Adult Literacy Survey (NALS), for example, fell into level one. This is a broad swath of low-performing adults that it has not been possible to analyze more closely due to the small number of items testing performance at this level.

[28] *How People Learn.* This report of the Committee on Developments in the Science of Learning, Commission on Behavioral and Social Sciences and Education, National Research

Council, provides an excellent summary of this body of research, and related research on transfer of learning. The report suggests that teachers can facilitate building a coherent, active, usable knowledge base by

—providing students with opportunities to recognize meaningful patterns of information.
—organizing curricula around big ideas or core concepts and staying with a domain long enough for students to develop deeper understanding of facts, formulas, etc.
—teaching applications across a number of contexts.

[29] Robert Glaser, "Expertise and Assessment," in *Testing and Cognition*, p. 26.

[30] *How People Learn*, pp. 36-37.

[31] Anson Green, Northwest Vista College, San Antonio, TX. Documentation of EFF field research, August 1999.

[32] Cognitive scientists understand increasing automaticity as the process of knowledge about the skill (facts, procedures, strategies, and concepts) moving from active working memory to long-term memory. See Jennifer Cromley, "Learning to Think Learning to Learn: What the Science of Thinking and Learning Has to Offer Adult Education" (Washington, DC: National Institute for Literacy, 1999).

[33] Roseanne Y. DeFabio. *Outcomes In Process: Setting Standards for Language Use.* (Portsmouth, N.H: Heinemann, 1994), p. 42.

[34] The EFF Development Team receives guidance in assessment through a technical assistance contract with Institute for Educational Leadership. Led by Joan Wills, Director of the Center for Workforce Development, this team brings together experts from Human Resources Research Organization (HumRRO) and WestEd.

[35] Robert J. Sternberg. "Toward Better Intelligence Tests," in *Testing and Cognition*, p. 37.

[36] Merlin C. Wittrock. "Cognition and Testing," in *Testing and Cognition*, pp. 3-4.

[37] Robert J. Mislevy, *Linking Educational Assessments: Concepts, Issues, Methods, and Prospects* (Princeton, NJ: ETS Policy Information Center, 1992), p. 15.

[38] Carnevale and Porro, *Quality Education*, p. 13.

[39] Title II of the Workforce Investment Act of 1998, Section 202. The WIA was enacted on August 7, 1998, by P.L. pp. 105-220.

Chapter 4: Meeting Common Goals: Teaching and Learning With the EFF Framework

[1] See Appendix C for a full list of the programs involved in the field development process. A list of the questions that shaped the process is included in Chapter 5, pp. 89-90.

[2] *The EFF Curriculum Sourcebook*, due out early in 2000, will contain multiple lesson and project plans illustrating how teachers and tutors used EFF with students at varying levels in diverse settings.

Chapter 5: Equipped for the Future: A Starting Point for Standards-Based System Reform

[1] Jennifer A. O'Day and Marshall S. Smith. "Systemic Reform and Educational Opportunity," in *Designing Coherent Education Policy: Improving the System*, Susan H. Fuhrman, ed. (San Francisco: Jossey-Bass Publishers, 1993), p. 253.

[2] Susan H Fuhrman. "The Politics of Coherence," in *Designing Coherent Education Policy: Improving the System*, p. 2.

[3] John F. Jennings. "School Reform Based on What Is Taught and Learned," Phi Delta Kappan. (Washington, DC: June, 1995), p. 769.

[4] Sondra Stein. *Participants Guide to the Field Development Process*, Field Development Institute, Louisville, KY February, 1998. (Washington, DC: National Institute for Literacy, 1998), pp. 5-6.

[5] O'Day and Smith, "Systemic Reform and Educational Opportunity," p. 275.

[6] Carnevale and Porro, *Quality Education*, p. 12.

[7] Amy Trawick, EFF Listserv, April 1998.

[8] Teachers were not requested to provide student names on evaluation forms they submitted. As a result, we list only program names.

[9] Patte Bowman, "State ABE Administrator Takes Learner-Centered Instruction to Heart," *The Maine Fertilizer*, Vol 5, #5, May 1998, p. 1.

[10] Israel Mendoza, excerpts from a presentation delivered June 1, 1999, at an EFF National Policy Group meeting.

[11] Washington State Plan for Adult and Family Literacy, p. 1.

[12] "Building a Vision: The Washington State Plan for Adult and Family Literacy, 1999-2004." *Developments: The Newsletter for Washington States' Adult Basic and Literacy Education Programs*, Spring 1999.

[13] Donna Miller-Parker. "Policy Questions on Workplace Education," National Literacy Advocacy Listserv comment, February 26, 1999. Quoted with permission of author.

[14] Anthony P. Carnevale. *Education and Training for America's Future, The Manufacturing Institute Growth Papers* (Washington, DC, 1998), p. 29, emphasis added.

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Equipped for the Future Content Standards

Appendices

APPENDIX A
The EFF Framework
Role Maps
Common Activities Matrix
EFF Content Standards

APPENDIX B
Documentation Templates

APPENDIX C
EFF Development Partners

APPENDIX D
Equipped for the Future Team, 1999-2000
For More Information on EFF

Appendix A

Content Framework for EFF Standards

Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE 4 PURPOSES

Access
To information so adults can orient themselves in the world

Voice
To be able to express ideas and opinions with the confidence they will be heard and taken into account

Independent Action
To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others

Bridge to the Future
Learn how to learn so adults can keep up with the world as it changes

ACCOMPLISH THESE COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

DEMONSTRATE THESE GENERATIVE SKILLS

Communication Skills
- Read With Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-Making Skills
- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills
- Cooperate With Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills
- Take Responsibility for Learning
- Reflect and Evaluate
- Learn Through Research
- Use Information and Communications Technology

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

- How We Grow and Develop
- How Groups and Teams Work
- How Systems Work
- Rights and Responsibilities
- Culture, Values, and Ethics
- How the Past Shapes the World We Live In

Equipped for the future

Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

BROAD AREAS OF RESPONSIBILITY

Become and Stay Informed

Citizens and community members find and use information to identify and solve problems and contribute to the community

Form and Express Opinions and Ideas

Citizens and community members develop a personal voice and use it individually and as a group

Work Together

Citizens and community members interact with other people to get things done toward a common purpose

Take Action to Strengthen Communities

Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them

KEY ACTIVITIES

- Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others
- Recognize and understand human, legal, and civic rights and responsibilities for yourself and others
- Figure out how the system that affects an issue works
- Identify how to have an impact and recognize that individuals can make a difference
- Find, interpret, analyze, and use diverse sources of information, including personal experience

- Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community
- Learn from others' experiences and ideas
- Communicate so that others understand
- Reflect on and reevaluate your own opinions and ideas

- Get involved in the community and get others involved
- Respect others and work to eliminate discrimination and prejudice
- Define common values, visions, and goals
- Manage and resolve conflict
- Participate in group processes and decision making

- Help yourself and others
- Educate others
- Influence decision makers and hold them accountable
- Provide leadership within the community

Appendix A

Citizen/Community Member Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Become and Stay Informed

Citizens and community members find and use information to identify and solve problems and contribute to the community

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others**	— Talk with people knowledgeable about the problem or need — Ask questions that produce relevant information — Monitor a variety of media resources routinely, including local and national newspapers, television, radio, magazines, and the Internet — Review and revise information about needs and strengths in order to stay on top of the situation — Connect issues of personal concern to community needs and problems
• **Recognize and understand human, legal, and civic rights and responsibilities for yourself and others**	— Identify instances of injustice and illegality — Base decisions on knowledge of rights and responsibilities — Take responsibility for own actions
• **Figure out how the system that affects an issue works**	— Use relevant services and agencies to gain access to or understand the system — Identify formal and informal rules — Identify positions of power and powerlessness with the system — Identify personal relationship to the system — Determine the system's timetable, calendar, and other schedules and plan actions accordingly — Predict correctly the conditions and changes that will result from a course of action
• **Identify how to have an impact and recognize that individuals can make a difference**	— Find and review historical examples and precedents to determine best course of action — Analyze the situation with other people to take action — Identify risks and potential consequences — Plan doable steps toward goal
• **Find, interpret, analyze, and use diverse sources of information, including personal experience**	— Seek up-to-date and historical information supporting all sides of the issue — Identify biases and hidden agendas in the presentation of the information — Distinguish between fact and fiction — Take into consideration the role and influence of the media — Apply new information thoughtfully in real-life situations

Appendix A

Citizen/Community Member Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Form and Express Opinions and Ideas

Citizens and community members develop a personal voice and use it individually and as a group

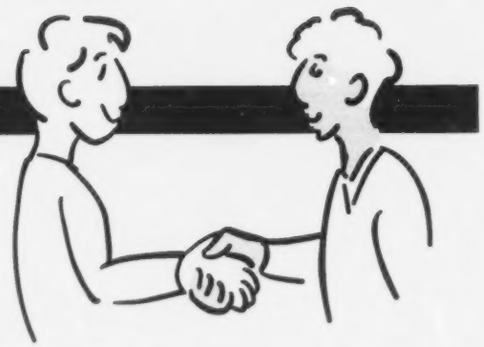
KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Strengthen and express a sense of self that reflects *your* personal history, values, beliefs, and roles in the larger community**	— Place yourself in history as to race, gender, and geography — Identify your own perspectives, points of view, values, and beliefs — Identify your own roles in larger community — Exhibit self-confidence and personal authority — Share your own culture and beliefs with others
• **Learn from others' experiences and ideas**	— Find effective role models or mentors and act on their guidance — Ask questions that reflect what the speaker has said — Integrate new ideas and experiences gained from reading, listening, and viewing into own thinking — Recognize and articulate points of view different than your own
• **Communicate so that others understand**	— Use a variety of ways for communicating — Know who the audience is and how to reach its members — Organize thoughts, opinions, and ideas — Defend your own position and opinions — Use communication strategies that help build consensus and understanding
• **Reflect on and reevaluate personal opinions and ideas**	— Distinguish between personal opinions and facts — Seek and use feedback from others — Identify how your original position has changed — Incorporate reflections and new ideas into action

Appendix A

Citizen/Community Member Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Work Together



Citizens and community members interact with other people to get things done toward a common purpose

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Get involved in the community and get others involved**	— Volunteer time and resources — Participate in community events — Reach out to a diversity of people — Network with others — Support the efforts of others actively — Orient newcomers to the group or community
• **Respect others and work to eliminate discrimination and prejudice**	— Recognize and address instances of prejudice and stereotyping — Create an environment in which others are included and welcomed — Encourage and consider a wide range of opinions and beliefs — Work well in diverse situations and with diverse groups
• **Define common values and goals**	— Identify common views and disagreements through open discussion — Achieve consensus or compromise on the priorities and purposes of the group
• **Manage and resolve conflict**	— Address conflict and resistance openly and persistently, in a timely manner — Use a variety of techniques to find common ground — Focus on issues rather than personality — Analyze what happens in conflict situations and use this knowledge in the future
• **Participate in group processes and decision making**	— Understand the roles of group members — Contribute to planning and implementing activities — Follow through on group decisions

Appendix A

Citizen/Community Member Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Take Action to Strengthen Communities

Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Help yourself and others**	— Assess personal needs and strengths to determine and/or inform participation in community activities — Manage and share personal resources, including time, money, and materials — Advocate for yourself and others — Report crimes and injustices
• **Educate others**	— Share information and knowledge from personal experience and other sources — Use methods appropriate to the audience and event, such as flyers, forums, speeches, and public service announcements — Inform others of their rights — Solicit feedback on effectiveness of educational activity
• **Influence decision makers and hold them accountable**	— Identify and gain access to decision makers — Express views to elected officials by publicly challenging officials, letter writing, or phone calling — Work for and support a candidate for public office — Vote
• **Provide leadership within the community**	— Initiate and maintain a community activity — Serve as a resource or role model — Serve on committees, boards, and other positions of responsibility — Develop leadership skills in others — Represent and express the opinions and needs of others accurately — Follow through on commitments to individuals and organizations — Document, evaluate, and reflect on action taken

Parent/Family Role Map

Effective family members contribute to building and maintaining a strong family system that promotes growth and development

BROAD AREAS OF RESPONSIBILITY

Promote Family Members' Growth and Development

Family members support the growth and development of all family members, including themselves

Meet Family Needs and Responsibilities

Family members meet the needs and responsibilities of the family unit

Strengthen the Family System

Family members create and maintain a strong sense of family

KEY ACTIVITIES

- Make and pursue plans for self-improvement
- Guide and mentor other family members
- Foster informal education of children
- Support children's formal education
- Direct and discipline children

- Provide for safety and physical needs
- Manage family resources
- Balance priorities to meet multiple needs and responsibilities
- Give and receive support outside the immediate family

- Create a vision for the family and work to achieve it
- Promote values, ethics, and cultural heritage within the family
- Form and maintain supportive family relationships
- Provide opportunities for each family member to experience success
- Encourage open communication among the generations

BROAD AREA OF RESPONSIBILITY:

Promote Family Members' Growth and Development

Family members support the growth and development of all family members, including themselves

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Make and pursue plans for self-improvement**	— Set personal goals and commit to them by visualizing and talking about them — Evaluate ways to meet personal needs, generate alternatives for achieving plan, and access resources such as libraries and educational institutions to address goals — Allocate efforts and resources, including time and money, to meet goals — Achieve goals for personal growth with the support of other family members — Practice lifelong learning
• **Guide and mentor other family members**	— Adjust expectations of family members based on age, individual skills, abilities, and interests — Guide decision making by other family members by fostering critical thinking — Provide opportunities to expand knowledge and abilities by nurturing a sense of adventure — Provide a proper balance of challenge and support to encourage risk taking — View all family members as both teachers and learners
• **Foster informal education of children**	— Provide a wide variety of experiences to support learning — Respect cultural differences in communication and learning styles — Encourage language development by reading, singing, telling stories, and counting — Stimulate learning and real-life experiences through choice, play, instruction, and sensory perception — Express pleasure when children master a concept or task — Foster initiative and social relations by listening to children's ideas, encouraging them to solve problems, and supporting the building of relationships with other children and adults — Monitor external influences such as television

(continued)

BROAD AREA OF RESPONSIBILITY:

Promote Family Members' Growth and Development, *continued*

Family members support the growth and development of all family members, including themselves

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Support children's formal education**	— Remain involved in children's education from prekindergarten through high school by participating in conferences, school programs, and assignments — Create an environment in which children can successfully complete their homework, including creating quiet space, allocating time, helping them directly, or helping them get help — Advocate for better education by voicing opinions and concerns and by networking with others — Seek to understand all aspects of school operations and use this information to work with the school system and to guide children — Find ways to contribute to child's classroom, such as sharing stories and cultural objects, cooking, or volunteering — Build effective parent/teacher relationships by increasing communication and becoming involved as a mentor, tutor, or teachers' aide
• **Direct and discipline children**	— Practice a family code of conduct that affirms and supports all its members — Provide consistent and loving adult supervision with appropriate discipline — Set, communicate, and enforce limits, rules, and guidelines — Allow children to make mistakes within safe boundaries in order to learn from them — Adjust discipline based on child's age and understanding — Reinforce expected behaviors by reasoning with children rather than demanding obedience — Serve as a positive role model by modeling self-discipline, including controlling anger, organizing time, valuing relationships, and dealing effectively with life situations

Appendix A

Parent/Family Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Meet Family Needs and Responsibilities

Family members meet the needs and responsibilities of the family unit

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Provide for safety and physical needs**	— Meet physical needs and provide a safe environment — Provide adequate clean clothing, appropriate to the season — Provide regular, nutritious meals — Ensure health care matched to wellness or illness — Guide child's behavior to prevent injury — Protect all family members from abuse — Choose child care providers carefully
• **Manage family resources**	— Manage personal, financial, and community resources — Maintain consistent employment — Develop and use a financial plan with realistic goals — Recognize family members as resources
• **Balance priorities to meet multiple needs and responsibilities**	— Maintain balance among personal, family, work, and community responsibilities consistent with family priorities and individual needs — Reserve and use time for personal, family, and community activities — Establish routines and schedules that reflect family priorities — Share responsibilities among family members to accomplish tasks — Practice organizational and time management skills
• **Give and receive support outside the immediate family**	— Create and participate in a social network of friends and relatives for support, recreation, dealing with problems, and coping with change — Identify the problem and admit to the need for help — Identify individual and community resources and services to match the need — Seek help — Attend to others' needs and offer help, as appropriate

Parent/Family Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Strengthen the Family System

Family members create and maintain a strong sense of family

KEY ACTIVITIES	ROLE INDICATORS (How? How well? With what outcomes?)
• **Create a vision for the family and work to achieve it**	— Develop, implement, and evaluate strategies to achieve the family vision — Reflect upon and support family's common goals and values — Consider social, political, and economic realities that affect the vision — Allocate time and resources consistent with the family's vision
• **Promote values, ethics, and cultural heritage within the family**	— Establish and value family traditions and teach and model family customs — Emphasize family strengths — Identify and communicate cultural roots — Draw upon knowledge of elders — Establish and maintain a strong identity — Provide for spiritual needs of family members — Participate in rituals associated with faith, birth, marriage, worship, and death to foster spiritual growth
• **Form and maintain supportive family relationships**	— Encourage, acknowledge, and consider the opinions, values, and beliefs of all family members — Support efforts of other family members to make decisions at home, school, work, and in the community — Foster a spirit of kinship and interdependence by making a conscious effort to gather as a group and to discuss issues and problems together — Demonstrate trust in other family members by accepting explanations, allowing choice, keeping promises, and accepting various perspectives — Demonstrate effective conflict resolution strategies by using language that bridges differences

(continued)

Appendix A

Parent/Family Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Strengthen the Family System, *continued*

Family members create and maintain a strong sense of family

KEY ACTIVITIES	ROLE INDICATORS (How? How well? With what outcomes?)
• **Provide opportunities for each family member to experience success**	— Exhibit sensitivity to family members' social, emotional, and intellectual needs — Provide opportunities for each family member to express feelings and experience success — Respect individual rights to privacy — Demonstrate enjoyment and enthusiasm for others' interests by supporting their activities
• **Encourage open communications among the generations**	— Encourage family members to speak and listen — Name, own, and express feelings and respond to feelings of other family members — Recognize non-verbal messages — Honor the right to tell one's story without disapproval and criticism — Recognize and use reconciliation techniques, such as offering an apology or using problem-solving strategies

Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

BROAD AREAS OF RESPONSIBILITY

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands

Work With Others

Workers interact one-on-one and participate as members of a team to meet job requirements

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success

Plan and Direct Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth

KEY ACTIVITIES

- Organize, plan, and prioritize work
- Use technology, resources, and other work tools to put ideas and work directions into action
- Respond to and meet new work challenges
- Take responsibility for assuring work quality, safety, and results

- Communicate with others inside and outside the organization
- Give assistance, motivation, and direction
- Seek and receive assistance, support, motivation, and direction
- Value people different from yourself

- Work within organizational norms
- Respect organizational goals, performance, and structure to guide work activities
- Balance individual roles and needs with those of the organization
- Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices

- Balance and support work, career, and personal needs
- Pursue work activities that provide personal satisfaction and meaning
- Plan, renew, and pursue personal and career goals
- Learn new skills

Appendix A

Worker Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Organize, plan, and prioritize work**	— Create and manage a work space that effectively allows for organizing, prioritizing, and planning work — Gather and identify relevant information for the task — Identify goals in order of importance to develop a work schedule, agenda, or business or action plan — Identify and link like tasks for effective work completion
• **Use technology, resources, and other work tools to put ideas and work directions into action**	— Establish an efficient method for accessing appropriate resources — Select and use the most appropriate technologies and resources to do the job effectively — Use sequential, systematic, and creative thinking and decision making to complete the task and to document and analyze the process — Incorporate appropriate suggestions and ideas from co-workers and customers into work processes — Learn the strengths of co-workers and capitalize on them — Accomplish both major and minor tasks and goals on or before deadlines
• **Respond to and meet new work challenges**	— Plan ahead and be proactive to perceived changes — Take a receptive and responsive position toward challenges, changes, and increased work experiences, such as an increase in work or change in job position or tasks — Evaluate your own skills for appropriateness to new challenges — Demonstrate flexibility, positive attitude, and motivation in accepting new tasks
• **Take responsibility for assuring work quality and results**	— Solicit and use feedback from internal and external customers for continuous improvement — Set a positive example for other employees and co-workers — Use information from safety programs and training at all times — Monitor potential hazards and mistakes and take the initiative to correct them — Minimize work costs, problems, rework, and production time — Document work thoughts, plans, and work processes for evaluation of the effectiveness of the work or business plan — Exceed job expectations — Use workplace customer service protocols at all times — Focus on satisfying customers to increase sales and profitability

Appendix A

Worker Role Map, continued

BROAD AREA OF RESPONSIBILITY:

Work With Others

Workers interact one-on-one and participates as members of a team to meet job requirements

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Communicate with others inside and outside the organization**	— Identify the communication hierarchy within the workplace and keep appropriate co-workers informed — Create and use feedback mechanisms that promote open communication — Communicate in a variety of ways, such as orally, by e-mail, and by memo — Use workplace customer service protocols at all times
• **Give assistance, motivation, and direction**	— Work as part of a team to develop and achieve mutual goals and objectives — Initiate and maintain mentoring relationships that challenge others to succeed — Recognize and reward the work efforts of others, including providing positive feedback — Use a variety of methods to motivate others — Provide constructive criticism to help others continually improve their job performance — Help others outside of your job description without being asked
• **Seek and receive assistance, support, motivation, and direction**	— Develop and use networks of personal and professional contacts — Solicit and/or accept help from supervisors and co-workers — Go to the appropriate source for approval — Find and maintain a relationship with a mentor or coach — Be open to others' ideals and ideas — Accept and use constructive criticism for continuous improvement of job performance
• **Value people different from yourself**	— Recognize and respond to others' strengths, abilities, and weaknesses — Learn about other cultures — Show, give, and receive respect — Work through conflict constructively — Help make sure information is accessible to all workers, for example, translation into other language, audiotapes and visual aids

BROAD AREA OF RESPONSIBILITY:

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success

KEY ACTIVITIES	ROLE INDICATORS (How? How well? With what outcomes?)
• **Work within organizational norms**	— Adhere to informal and formal organizational limits and expectations — Identify and use the formal and informal power structures within the organization to get things done — Maintain professional demeanor and integrity — Monitor and adapt to shifts within the organization
• **Respect organizational goals, performance, and structure to guide work activities**	— View yourself as an integral part of organizational success — Comply with organizational policies and procedures in a consistent manner — Identify the hierarchy of key personnel and know their functions — Identify and seek out co-workers who will provide correct information on what procedures to follow — Respect and practice the company's boundaries for personal and professional interactions
• **Balance individual roles and needs with those of the organization**	— Monitor and use paths to promotion — Use worker rights laws and procedures, including the grievance system, appropriately — Choose and/or supplement appropriate benefits package based on an analysis of personal/family resources and needs — Advocate for workers needs and rights through organizational channels, labor unions, and worker committees
• **Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices**	— Meet external quality and standards criteria set by worker committees, unions, and national and international organizations — Use industry standards as a baseline for product development and quality — Forecast trends by gathering related labor and industry information from a variety of sources — Keep updated on new labor laws or changes in existing laws — Identify and review competitors' materials on a regular basis — Create alternative means of doing work that anticipate the effects of industry changes

BROAD AREA OF RESPONSIBILITY:

Plan and Manage Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth

KEY ACTIVITIES	ROLE INDICATORS *(How? How well? With what outcomes?)*
• **Balance and support work, career, and personal needs**	— Implement a time management system that matches priorities of work, career, and family — Reduce conflict both on the job and at home — Schedule regular leisure time alone and with family, friends, and co-workers — Pursue personal interests, talents, or activities to develop and maintain a positive mental attitude and physical health — Adjust to unexpected problems and situations through rational plans
• **Pursue work activities that provide personal satisfaction and meaning**	— Take pride in all aspects of your job — Participate in team activities and competitions — Achieve employer recognition for a job well done — Volunteer for work-related activities and charity functions
• **Plan, renew, and pursue personal and career goals**	— Identify and attain realistic career options and goals — Identify own strengths and weakness in relation to career goals — Obtain a degree, certificate, or license consistent with career goals — Generate an updated, accurate, and complete job resume or portfolio — Network to identify career opportunities — Promote *yourself* and *your* skills during job interviews and career networking — Obtain a job in your chosen field — Plan for retirement
• **Learn new skills**	— Find and maintain a relationship with a mentor or coach — Obtain financial assistance for training and education when necessary — Identify and enroll in training opportunities at work or other institutions that match life and career goals — Cross train to become multi-skilled — Accept new job challenges — Utilize personal skills and strengths in new ways to transition to other jobs or careers

Common Activities Used To Carry Out EFF Adult Roles

COMMON ACTIVITY	KEY ACTIVITIES		
	Family	**Citizen**	**Worker**
Gather, Analyze, and Use Information *Find and analyze information from diverse sources. Use it to form opinions, make decisions, and take action.* • Monitor and gather information from a variety of sources • Establish criteria for the quality and appropriateness of the information • Assess the value of the information • Use the information to make informed decisions	• Support children's formal education • Make and pursue plans for self-improvement • Provide for safety and physical needs • Manage family resources	• Find, interpret, analyze, and use diverse sources of information, including personal experience	• Respect organizational goals, performance, and structure to guide work activities • Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices • Organize, plan, and prioritize work
Manage Resources *Find, manage, share, and allocate time, money, and material resources in a way that supports your own needs, goals, and priorities and those of your family, community, and workplace.* • Identify those resources you have and those you need • Determine where they are and how they can be obtained • Use the resources in an efficient and effective manner • Balance resources effectively for family, work, community, and self	• Manage family resources • Provide for safety and physical needs • Balance priorities to meet multiple needs and responsibilities	• Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others	• Use technology, resources, and other work tools to put ideas and work directions into action • Balance and support work, career, and personal goals

Common Activities Used to Carry Out EFF Adult Roles, continued

COMMON ACTIVITY	KEY ACTIVITIES		
	Family	**Citizen**	**Worker**
Work Within the Big Picture *Look beyond the immediate situation. Take into account the structures, culture, practices, and formal and informal rules and expectations of the systems that influence and shape your actions.* • Gather information about a system and how it works • Determine your relationship to the system and the roles you and others play within it • Monitor the system and predict changes • Base your efforts to influence the system on your knowledge of how it works	• Support children's formal education • Give and receive support outside the immediate family • Create a vision for the family and work to achieve it	• Figure out how the system that affects an issue works • Identify how to have an impact and recognize that individuals can make a difference	• Work within organizational norms • Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices • Balance individual role and needs with those of the organization • Respect organizational goals, performance, and structure to guide work activities
Work Together *Cooperate with others to learn, accomplish tasks, and pursue common goals.* • Identify what needs to be done and plan how to do it • Pay attention to the relationships within the group as well as to completing the task • Identify and draw upon everyone's strengths in carrying out the work of the group • Recognize and deal with conflict in a productive manner	• Form and maintain supportive family relationships • Provide opportunities for each family member to experience success • Encourage open communication among the generations • Give and receive support outside the immediate family	• Get involved in the community and get others involved • Respect others and work to eliminate discrimination and prejudice • Define common values, visions, and goals • Manage and resolve conflict • Participate in group processes and decision making	• Communicate with others inside and outside the organization • Give assistance, motivation, and direction • Seek and receive assistance, support, motivation, and direction • Value people different than yourself
Provide Leadership *Inspire and direct others in shaping and achieving a common goal.* • Institute and manage plans for action and change, based on an understanding of the big picture • Organize and motivate others to act • Guide sound problem solving and decision making • Assure consistent monitoring and evaluation of performance	• Create a vision for the family and work to achieve it • Direct and discipline children	• Provide leadership within the community • Get involved in the community and get others involved	• Take responsibility for assuring work quality, safety, and results • Give assistance, motivation, and direction • Organize, plan, and prioritize the work

Common Activities Used to Carry Out EFF Adult Roles, continued

COMMON ACTIVITY	KEY ACTIVITIES		
	Family	**Citizen**	**Worker**
Guide and Support Others *Help others succeed by setting an example, providing opportunities for learning, or giving other kinds of assistance.* • Acknowledge and reward others' strengths and accomplishments • Contribute to creating supportive, learning environments and experiences • Empower others through mentoring, coaching, and being a role model	• Guide and mentor other family members • Foster informal education of children • Support children's formal education	• Help yourself and others • Educate others	• Give assistance, motivation, and direction
Seek Guidance and Support From Others *Help yourself succeed by asking for information, advice, and assistance.* • Recognize when you need help and know where to go for it • Seek out relationships with people whose judgment is trusted • Create and make use of networks of personal and professional contacts • Be responsive to new ideas and accept and use constructive criticism and feedback	• Give and receive support outside the immediate family	• Learn from others' experiences and ideas • Help yourself and others	• Seek and receive assistance, support, motivation, and direction • Communicate with others inside and outside the organization
Develop and Express Sense of Self *Create your own personal voice. Use your understanding of self to guide your actions.* • Examine and clarify your own values and beliefs, recognizing the role your cultural heritage and personal history play in shaping these and in determining the possibilities of expression • Maintain standards of integrity • Consider the constraints of the situation as well as your own strengths and weaknesses when choosing a course of action • Pursue outlets for interests and talents to maintain emotional and physical health	• Make and pursue plans for self-improvement • Promote values, ethics, and cultural heritage within the family	• Reflect on and reevaluate your own opinions and ideas • Communicate so that others understand • Strengthen and express sense of self that reflects personal history, values, beliefs, and roles in the larger community	• Pursue work activities that provide personal satisfaction and meaning • Balance and support work, career, and personal needs • Balance individual role and needs with those of the organization

Common Activities Used to Carry Out EFF Adult Roles, continued

COMMON ACTIVITY	KEY ACTIVITIES		
	Family	**Citizen**	**Worker**
Respect Others and Value Diversity *Respect and appreciate the values, beliefs, cultures, and history of others. Use this understanding to counteract prejudice and stereotypes.* • Create an environment where others feel welcome, are included, and thrive • Encourage and carefully consider a wide range of opinion and beliefs • Educate yourself about other cultures • Challenge the beliefs that a person's inherent capacity is limited by background or group membership	• Promote values, ethics, and cultural heritage within the family • Encourage open communication among generations • Form and maintain supportive family relationships	• Respect others and work to eliminate discrimination and prejudice • Learn from others' experiences and ideas	• Value people different than yourself • Communicate with others inside and outside the organization
Exercise Rights and Responsibilities *Act and advocate on behalf of yourself and others, taking into account laws, social standards, and cultural traditions.* • Recognize and assume your share of family, civic, and work responsibilities • Monitor and keep up to date on federal, state, and local laws and regulations • Make sure your own behavior is just and responsible • Take personal responsibility to bring about change or resolve problems to achieve a common good	• Support children's formal education • Provide for safety and physical needs	• Recognize and understand human, legal, and civic rights and responsibilities, for yourself and others • Influence decision makers and hold them accountable	• Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices • Balance individual role and needs with those of the organization • Take responsibility for assuring work quality, safety, and results
Create and Pursue Vision and Goals *Dare to Dream. Be clear about where you want to go and how to get there.* • Articulate a vision that embodies your values and goals or those of your family, community, or work group • Establish attainable goals that are compatible with that vision • Develop a realistic plan to move toward the vision and goals • Create alternative means of meeting your goals that anticipate the effects of change	• Create a vision for the family and work to achieve it	• Identify how to have an impact and recognize that individuals can make a difference • Define common values, visions, and goals	• Plan, renew, and pursue personal and career goals • Pursue work activities that provide personal satisfaction and meaning

Common Activities Used to Carry Out EFF Adult Roles, continued

COMMON ACTIVITY	KEY ACTIVITIES		
	Family	**Citizen**	**Worker**
Use Technology and Other Tools To Accomplish Goals *Be familiar with a variety of tools and technologies that can make it easier to achieve your goals.* • Keep up-to-date on developments in tools and technologies that may be useful for communicating, managing information, solving problems, and carrying out daily tasks • Determine which tools are most useful for the purpose and context at hand • Use complex tools, machines, and equipment to solve problems	• Create a vision for the family and work to achieve it • Make and pursue plans for self-improvement • Foster informal education of children • Manage family resources	• Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others • Find, interpret, analyze, and use diverse sources of information, including personal experience • Figure out how the system that affects an issue works • Help yourself and others	• Use technology, resources, and other work tools to put ideas and work directions into action • Respond to and meet new work challenges • Take responsibility for assuring work quality, safety, and results • Organize, plan, and prioritize work • Communicate with others inside and outside the organization • Learn new skills
Keep Pace With Change *Anticipate, manage, and adapt to change in conditions and systems that affect your life.* • Adjust your goals and plans over time to take into account actual or prospective changes • Keep abreast of and evaluate trends in your industry and community, as well as the nation and world • Determine what skills and knowledge are needed to meet emerging needs or new situations • Create opportunities to expand your own skills and knowledge, as well as those of your family, community, or work group	• Make and pursue plans for self-improvement • Support children's formal education • Provide for safety and physical needs	• Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others	• Respond to and meet new work challenges • Learn new skills • Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices

EFF Content Standards

Adults need to be able to apply the following skills in carrying out their roles as citizens, family members, and workers:

EFF Communication Skills

Read With Understanding
- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Convey Ideas In Writing
- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context, and audience.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

Speak So Others Can Understand
- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Listen Actively
- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

Observe Critically
- Attend to visual sources of information, including television and other media.
- Determine the purpose for observation and use strategies appropriate to the purpose.
- Monitor comprehension and adjust strategies.
- Analyze the accuracy, bias, and usefulness of the information.
- Integrate it with prior knowledge to address viewing purpose.

EFF Decision-Making Skills

Use Math To Solve Problems And Communicate
- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

Solve Problems and Make Decisions
- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context, and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.

Plan
- Set and prioritize goals.
- Develop an organized approach of activities and objectives.
- Actively carry out the plan.
- Monitor the plan's progress while considering any need to adjust the plan.
- Evaluate its effectiveness in achieving the goals.

EFF Interpersonal Skills

Cooperate With Others

- Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Advocate and Influence

- Define what one is trying to achieve.
- Assess interests, resources, and the potential for success.
- Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.
- Present a clear case, using a strategy that takes into account purpose and audience.
- Revise, as necessary, in response to feedback.

Resolve Conflict and Negotiate

- Acknowledge that there is a conflict.
- Identify areas of agreement and disagreement.
- Generate options for resolving conflict that have a "win/win" potential.
- Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.
- Evaluate results of efforts and revise approach as necessary.

Guide Others

- Assess the needs of others and one's own ability to assist.
- Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.
- Arrange opportunities for learning that build on learner's strengths.
- Seek feedback on the usefulness and results of the assistance.

EFF Lifelong Learning Skills

Take Responsibility for Learning

- Establish learning goals that are based on an understanding of one's own current and future learning needs.
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.
- Become familiar with a range of learning strategies to acquire or retain knowledge.
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning.
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.
- Test out new learning in real-life applications.

Reflect and Evaluate

- Take stock of where one is: assess what one knows already and the relevance of that knowledge.
- Make inferences, predictions, or judgments based on one's reflections.

Learn Through Research

- Pose a question to be answered or make a prediction about objects or events.
- Use multiple lines of inquiry to collect information.
- Organize, evaluate, analyze, and interpret findings.

Use Information and Communications Technology

- Use computers and other electronic tools to acquire, process, and manage information.
- Use electronic tools to learn and practice skills.
- Use the Internet to explore topics, gather information, and communicate.

EFF Field Review of Standards

Excerpts From 1997-98 Documentation Templates

Planning

- What are the student needs or goals that you hope to address and how did you identify them?

- How does the learning activity you are planning connect these needs to the EFF Framework? Specify the Framework component you are using.

- Describe the plan for the learning activity.

Evaluation

- Look back at your original plan for this activity. Describe what actually happened and how learners responded and participated.

- How did your plan change over the period of the activity? What caused the change?

- Now let's turn to what evidence you have for what students learned through this activity:
  - For each Standard that was central to this activity, describe as specifically as you can what evidence you saw/heard/collected that students could use this skill:
  - If you have named a product as part of your evidence, please describe what about the product shows evidence of effective skill use:
  - Please identify any performance indicators (existing or created by you) that were especially helpful to you in clarifying what counts as evidence:

Reflection

- Did anything that happened this week surprise you?

- How are you feeling about your EFF work?

EFF Field Review of Standards

Excerpts From 1998-99 Documentation Templates

Planning

1. Which Standard are you documenting in this report?

2. What are the other Standards that may be used in the learning experience?

3. Which Common Activity provides the context for working on this Standard?

4. As you prepare for this learning experience, look at the components of skill performance for this Standard. Each component of skill performance describes a critical point in the successful application of the skill. Think about how the components will inform what you plan to do. Knowing that sometimes you will work with one or two components, and at other times all, indicate the ones you will work with in this activity:

5. For each component of skill performance named above, describe what you know about the level of performance of your students. Use a separate paragraph to report on each component. In this section, we would like you to describe what your students can do or not do, before you begin instruction, in relation to the components of skill performance you are working with. Keep in mind the dimensions of performance: building knowledge base, increasing range, increasing flexibility/automaticity, and increasing independence.

6. If you think of the components of skill performance as describing a picture of competence, what are the steps you will look for in order to know if your students are making progress toward competence? Please do not describe what you will do, but what changes or progress you will look for in your student.

Evaluation

1. Describe what took place during the learning experience. If you are describing a project-based activity or a series of lessons taking place over weeks, please write journal-style entries on a weekly basis. If multiple entries, precede each entry with the date of that entry.

2. How was learner performance different from or similar to what you anticipated in planning for the activity?

3. What evidence of student progress did you see and how did you document it? Please send in any blank forms or tools you used/created to collect evidence. Please also attach examples of completed forms or other artifacts of student work that illustrate the performance you describe.

Reflection

1. How did the process of defining evidence and collecting this evidence work for you? How did it require new or different methods of thinking and observation from you and your learner(s)?

2. Did using the components of skill performance in planning and assessing learning change the process of planning, teaching, and evaluation? How?

3. If you used a standardized assessment instrument, did it cover the full range of the components of skill performance you were working with? If not, where were the gaps? What would need to be changed or added to make this assessment instrument more useful?

4. What types of materials, staff development, and other resources would help you more effectively use the EFF Standards in assessing student progress and documenting real-life outcomes?

5. What are your general reflections on what you've been doing with EFF for this unit of study?

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FRAMEWORK DEVELOPMENT AND VALIDATION, 1995-1997

Citizen/Community Member Role Map Validation, 1996-1997

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Center for Literacy Studies
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Knoxville, TN

New England Literacy Resource Center
World Education, Boston, MA

Mayor's Commission on Literacy
Philadelphia, PA

Structured feedback sessions were held in the following states:
California
Connecticut
Kentucky
Massachusetts
New Hampshire
New Mexico
North Carolina
Pennsylvania
Rhode Island
Tennessee
Texas
Vermont
Virginia

Classroom inquiry projects were also conducted in the following programs:

California
Mt. Diablo Adult School, Berkeley Adult School, Santa Clara County Library Reading Program, Corona Library Reading Program

Kentucky
Northern Kentucky Adult Reading Program

Massachusetts
The Literacy Project, Cambridge Community Learning Center

New Hampshire
Dover Adult Learning Center

Pennsylvania
Lutheran Settlement House, Center for Literacy, Community Occupational Readiness and Placement Program, Northampton Community College, 18th Street Development Corporation, Germantown Women's Educational Project and Private Industry Council of West/Fay

Rhode Island
Dorcas Place and The Genesis Center

Tennessee
Bedford County Adult High School, Putnam County Adult High School

Texas
Harris County Adult Education, Ten County Cooperative Adult Education

Virginia
Arlington Education and Employment Program, New River Community College, and St. Charles Community Center.

Parent/Family Member Role Map Validation, 1996-1997

Lead Agency:
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Structured feedback sessions were held in the following states:

Arizona
The State Literacy Resource Center, convening agency

Louisiana
Bossier Parish Community College, convening agency

Tennessee
Nashville Reads, convening agency

Texas
Houston Community College System, convening agency

Virginia
Department of Education, convening agency

Wisconsin
Department of Education, convening agency

Worker Role Map Validation, 1996-1997

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Center for Adult Learning and Literacy
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State and National Partners:
North Carolina
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North Carolina Community College System
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Governor's Commission on Workforce Preparedness
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Virginia
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Adult Numeracy Practitioners Network

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North Carolina
Ohio
Oregon
Pennsylvania
Vermont
Virginia

Validation of Purposes and Roles, 1995-96
During 1995-96, these organizations convened focus groups, conducted structured feedback sessions, and supported practitioner inquiry projects in 16 states focused on whether the four purposes and three roles provided a useful framework for adult literacy system reform.
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Center for Literacy Studies, University of Tennessee
Minneapolis Public Schools
National Center for Family Literacy
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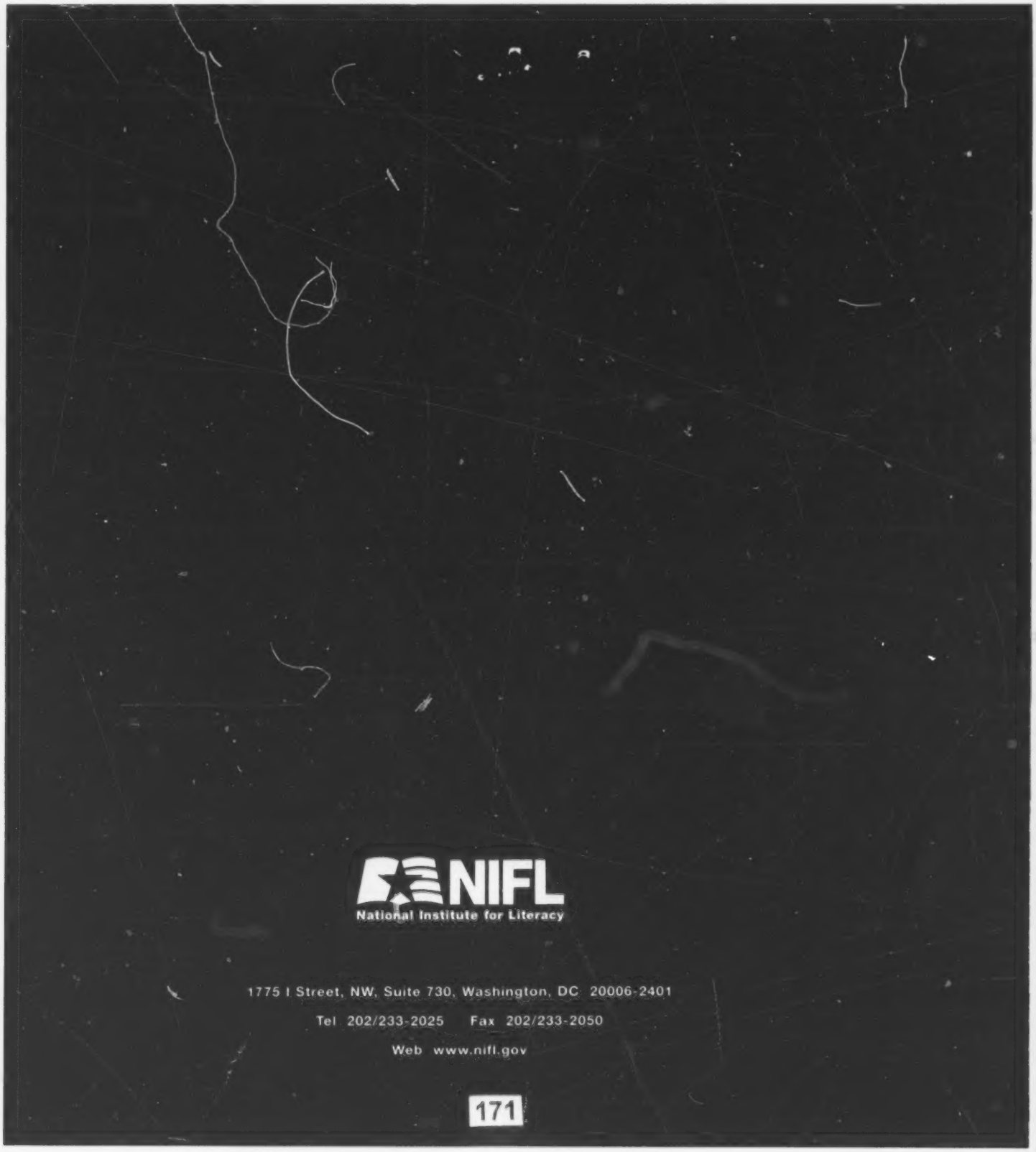

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